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ABSTRACT

This curriculum guide consists of materials for use in teaching a course in business English for high school students. Addressed in the individual units of the guide are the following topics: the fundamentals of communication, listening skills, oral communications, telephone communications, information resources, reading and vocabulary, the mechanics of writing, grammar and usage, business reports, business letters and memos, and employment procedures. Each unit contains the following: an introduction, a list of competencies, general performance objectives and goals, specific performance objectives and mastery criteria, methodology guidelines, suggested approaches, a unit outline, specific performance objectives and learning activities relating to the outline, evaluation and testing information, as well as one or more appendixes containing exercises, a unit test, answers to the unit test and lists of resources and supplementary materials. (MN)

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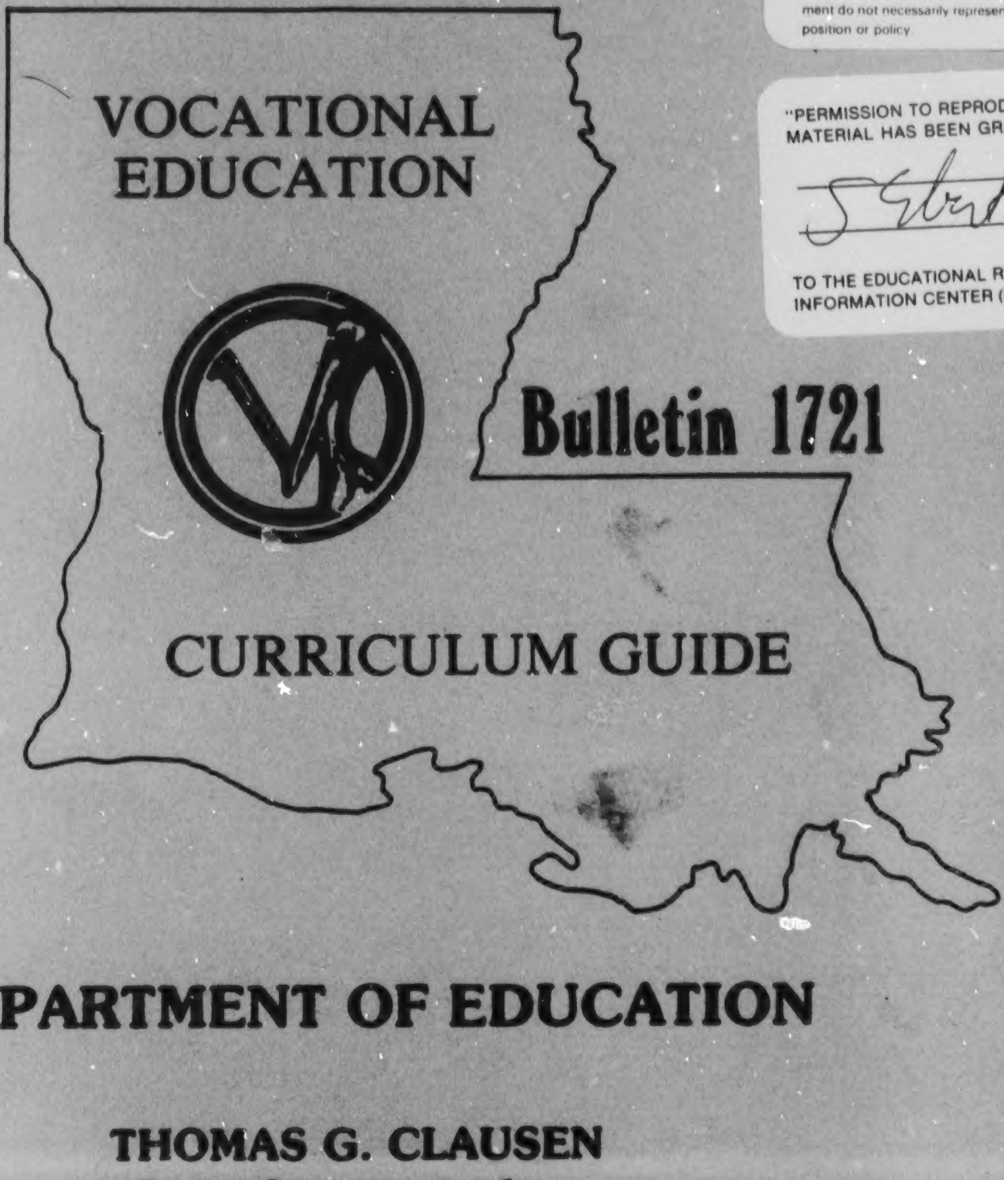

VOCATIONAL EDUCATION

Bulletin 1721

CURRICULUM GUIDE

DEPARTMENT OF EDUCATION

THOMAS G. CLAUSEN
State Superintendent

STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

BULLETIN 1721

BUSINESS ENGLISH

Issued by

Office of Vocational Education

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Assistant Superintendent

Thomas G. Clausen, Ph.D.
State Superintendent

April, 1984

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FOREWORD

This curriculum guideline, Business English, was produced as a result of a project funded by the Louisiana State Department of Education to the Rapides Parish School Board. These units were developed with the assistance of Business Education teachers throughout the state of Louisiana and have been subjected to formal field testing and evaluation.

The instructional units of work included in this curriculum guide have been written to aid teachers in meeting the increasing and changing needs of the student and of the job market. This guide lists performance objectives designed to enable students to reach practical learning goals that directly relate to communication frequently required in the business setting.

Thomas G Clausen

THOMAS G. CLAUSEN

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BUSINESS ENGLISH

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INTRODUCTION

The Business English curriculum guide developed by the Louisiana State Department of Education emphasizes all components of communication--listening, speaking, writing, and reading. The performance objectives were designed to enable students to reach practical learning goals that directly relate to communication frequently required in the business setting. Some of the goals deal with simple, yet vital concepts often overlooked because it is assumed students are already competent in those areas. Writing is emphasized in Business English textbooks. Throughout the year, the curriculum guide emphasizes writing. All units require writing assignments to demonstrate understanding or application of the concepts in the unit. Listening and speaking skills are often thought to develop naturally. As a result, generally little space in textbooks is devoted to these skills. However, the Business English curriculum guide emphasizes that listening and speaking skills should be part of literacy training. Most textbooks devote little time to reading in the business setting, but the Business English curriculum guide outlines many techniques to teach the reading skills required on the job. Since grammar and writing mechanics are dealt with in depth in Business English textbooks, the curricular committee did not attempt to create materials for those units.

The guide contains a unit outline that also serves as an information outline. The outline is not meant to imply that the recorded information is exactly what must be taught. The purpose of the outline is to clarify meaning of objectives that might not be clear, to supply information where school textbooks might be weak, and to organize information to facilitate easy presentation for the teacher. An appendix contains learning activities developed to facilitate teaching concepts in each unit. Some units have a sample list of "Related Terms" that could be introduced as a vocabulary lesson. These are terms that might naturally be used while discussing concepts in each unit. This would give students practice in using the terms within natural oral contexts, which is the best way for individuals to learn new words.

Although each component of communication requires its own skills, there are many fundamental concepts that are common to all modes of communication. Unit I, "Fundamentals of Communication," introduces the concepts common to all areas of communication; therefore, it was placed first in the curriculum guide. Fundamentals of communication will be strengthened and reinforced because the curriculum guide interrelates all the concepts in each area of communication. Listening, oral communications, and reading occupy a greater percentage of communication time than writing in our daily lives; therefore, these units were placed before the report writing and letter writing units. Placing listening skills, oral communications, and reading early in the guide was further justified because skills and concepts introduced in those units can be continually addressed and emphasized within the context of all the remaining units in the Business English course. Within each unit, specific performance objectives were organized in a sequence so that successive items build on previous ones.

The intent of the short writing assignments in each unit is to give students practice in formulating a thesis and supporting it with facts, details, or examples. This experience will prepare the students for writing the business reports assigned in Unit IX. Although the units on grammar, usage, and writing mechanics were placed in the middle of the curriculum guide, this does not mean that these skills should be ignored until reaching that point in the curriculum. Grammar, usage, and writing mechanics should be addressed all year in writing assignments. Errors should be marked, and students should be encouraged to correct those errors. Formal review of those concepts, however, was delayed until Units VII and VIII to allow first the introduction of the fundamental concepts of listening, oral communications, and reading.

Students will be evaluated by their performance on writing assignments, oral exercises, role-playing, written exercises, textbook and supplementary exercises, and unit tests. In each unit, the curriculum guide identifies questions from the unit test as learning activities. This is to emphasize that the learning process for each unit should not stop when the students complete the unit test. Some concepts should be retaught.

In evaluating writing assignments, it is important that students get credit for what they did right, such as writing a clearly stated thesis, adequately supporting the thesis, or using connecting signals skillfully. Too often students' writing assignments are marked only for errors in grammar and mechanics. A successful method of showing students their strengths as well as their weaknesses is recording two grades for each writing paper--one grade for structure and development of the topic and the other grade for grammar and mechanics.

Make unit information pertinent by relating past, present, and future learning. Make assignments pertinent by relating to the students the purposes of the assignments and the occasions on which they would apply the knowledge. To ensure students' growth in writing, it is important that sufficient class time be spent in preparation for each writing experience. The best results are observed after a topic is thoroughly discussed and students have had an opportunity to examine models that demonstrate the kind of development expected in the writing assignment. Teachers are encouraged to require students to turn in a brief outline before they complete their essays to assure that the students organize their ideas before they begin writing. This requirement is equivalent to requiring students to show their work in math classes. The appendixes developed to go with the learning activities were created as sample exercises. Teachers are encouraged to alter the exercises or develop their own materials which will reflect their particular styles of teaching. Teachers will particularly want to create their own lists of "Related Terms."

BUSINESS ENGLISH

TIME SCHEDULE

Time	Unit
2 weeks	Fundamentals of Communication
2 weeks	Listening Skills
3 weeks	Oral Communications
2 weeks	Telephone Communications
2 weeks	Information Resources
3 weeks	Reading and Vocabulary
3 weeks	Mechanics of Writing
3 weeks	Grammar and Usage
6 weeks	Business Reports
6 weeks	Business Letters and Memos
4 weeks	Employment Procedures

UNIT I

FUNDAMENTALS OF COMMUNICATION

INTRODUCTION

Poor personal relations is the most common reason for workers being fired; therefore, it is understandable that getting along with employers and co-workers is considered the most important job skill. Getting along with others depends on a person's understanding of the principles of communication and the psychology of communication. Choosing the right words to convey a message is not always easy. The right word can decide the difference between winning goodwill or creating a misunderstanding.

The power gained through use of communication psychology, sometimes called word magic, can be used to persuade, mislead, or confuse people who do not understand the symbolic function of words and cannot use that knowledge to protect themselves. Human relations cannot be taught effectively without addressing barriers to communication and the psychology of human needs. The concepts related to psychology and human relations are often hard to pin down, but students will need concrete examples of communication psychology. Some of the best examples of language strategies, which are applications of communication psychology, are found in advertising, propaganda, and political campaigns.

This unit is designed to help the student discover that language is a process of encoding and decoding which is complicated by the fact that words do not carry with them exact meanings. Instead, words have shades of meaning that are affected by the background and experiences of the encoder and decoder. Because of the shades of meaning, different people interpret the same messages differently. Students should recognize that the shades of meaning of words and the use of language strategies play important roles in human relations.

COMPETENCIES

1. Recognize barriers to communication and take steps to overcome them.

2. Use language strategies to promote goodwill and understanding in communications.

3. Anticipate needs and feelings of others and apply the "you" approach to business communications.

4. Recognize levels of diction appropriate for business writing.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Understand the factors involved in the two-way process of communication.

2. Recognize that the factors which create different meanings of words also create barriers to communication.

3. Recognize types of language strategies and develop skills in language strategies to promote goodwill and understanding.

4. Understand basic human needs and recognize the significant role of basic human needs in communication psychology.

5. Develop an awareness of the needs and feelings of individuals.

6. Develop an awareness of levels of diction.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1.1 On a written test, students will explain the communication barriers in the two-way process of communication by graphically representing the process and by describing the factors that interfere with communication.

1.2 On a written test students will identify terms related to the two-way process of communication by matching each term to its definition.

2.1 On a written test, students will demonstrate "meaning is not in the word" by selecting two words and writing five statements using each word.

2.2 On a written test, students will distinguish between connotation and denotation by matching each term to its definition.

2.3 In a writing assignment to explain how language is constantly changing, students will describe factors that cause language to change and give examples of words affected by each factor.

2.4 In a writing assignment to explain that euphemisms oppose "the word is not the thing," students will describe how euphemisms are used and relate examples of euphemisms that demonstrate that people react to words as if "the word were the thing."

2.5 In a writing assignment to explain why the factors that give meanings to words can be barriers to communication, students will describe factors that give words meanings and relate how these factors contribute to the barriers to communication.

3.1 On a written test, students will identify the meaning of verbal strategies by matching the term to its definition.

3.2 On a written test, students will demonstrate ability to use verbal strategies by writing three sentences that show approval and three sentences that show disapproval.

3.3 In a writing assignment to explain how verbal strategies can be used to persuade or confuse, students will relate an example of a verbal strategy that persuades and an example of a verbal strategy that confuses.

4.1 On a written test, students will demonstrate awareness of basic human needs by naming the four basic needs and listing them in the order of necessity.

5.1 In a writing assignment to relate the "you" attitude in business communications to the theory of human need and the principles of communication psychology, students will explain how the "you attitude" fulfills a human need and promotes goodwill.

6.1 In a writing assignment to relate anticipating a person's needs and feelings to promoting clear communication and good human relations, students will describe the factors for anticipating needs and feelings and explain how to use the needs and feelings to promote understanding and goodwill.

METHODOLOGY

Use the information from the unit outline and other available sources to introduce the topical content of fundamentals of communication. Use the materials in the appendix to illustrate verbal strategies and barriers to communication. Incorporate writing assignments to enhance students' ability to integrate theory of human needs, business etiquette, and communication psychology. Ask students to look for applications of communication psychology in their personal experiences throughout the year. Set aside time for students to relate examples from their experiences. Emphasize promoting goodwill by using courtesy and tact, by listening attentively, and by using an individual's name frequently.

SUGGESTED APPROACHES

1. Locate or create an exercise to demonstrate words that have strong connotations.
2. Collect samples of political advertising and slogans that use propaganda techniques, such as name calling, glittering generalities, transfer, and card stacking. Since labeling and name calling used in politics and propaganda make heavy use of connotation to persuade or confuse, ask students to identify the word connotations that the politicians anticipate will be permanently associated with their opponents.

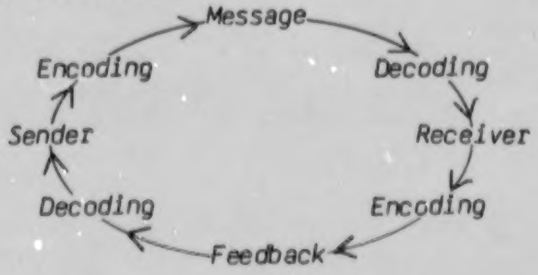
3. Lead class in a discussion on the effects of frequent use of a person's name. Also, discuss why an individual's name has been referred to as "the sweetest sound." Question students on how they feel when a new acquaintance remembers their names and how they feel when their names are mispronounced.

4. Assign a thesis on each of the following topics:
   We Are the Total of All Our Experiences
   Using Tact to Promote Goodwill

UNIT OUTLINE

FUNDAMENTALS OF COMMUNICATION

I. Communication--two-way process that exists when a receiver interprets a message as the sender intended and the sender gets feedback from the receiver



   A. Encoding--process of selecting words and structuring a message after considering the background, attitude, and communication skills of the receiver
   B. Decoding--process of giving meaning to words and interpreting meaning from the way the message was structured
   C. Feedback--response to the message by the receiver that reveals to the sender the degree of communication
   D. Interference--anything external or internal that obstructs or distorts the message or feedback

II. Meaning of a word--a barrier to communication

   A. Word meanings--exist in people rather than being found in the word
   B. Two kinds of word meanings
      1. Connotation--aura of feeling attached to a word
      2. Denotation--dictionary meaning of a word
   C. Language that is constantly changing
      1. Borrowing from other languages
      2. Compounding words
      3. Shortening words
      4. Generalization and specialization
      5. Degeneration and elevation
      6. Euphemisms

III. Verbal Strategies--deliberate techniques for carefully choosing words and structuring a message in order to influence feelings and conclusions

   A. Strategies that approve or disapprove
   B. Strategies that persuade or confuse

IV. Basic human needs

   A. Physical needs
   B. Safety and security needs
   C. Recognition and response needs
   D. Self-image needs

V. "You" attitude in business communication--making the other person feel important

VI. Anticipating a person's needs and feelings

   A. Determining the background and subsequent feelings
   B. Recognizing emotional subjects
   C. Relating to the other person's position

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1.1 On a written test, students will explain the communication barriers in the two-way process of communication by graphically representing the process and by describing the factors that interfere with communication.

Subject Matter Content	Learning Activities
Communication Process	1. Discussing the two-way process of communication and recording the diagram and information in a notebook 2. Explaining the communication barriers in the two-way process of communication for a unit test

1.2 On a written test, students will identify terms related to the two-way process of communication by matching each term to its definition.

Subject Matter Content	Learning Activities
Communication Terms	1. Discussing terms related to the two-way process of communication and recording definitions in a notebook 2. Recalling meanings of terms related to two-way process of communication for a unit test

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2.1 On a written test, students will demonstrate "meaning is not in the word" by selecting two words and writing five statements using each word.

Subject Matter Content	Learning Activities
Meaning is Not in the Word	1. Completing and discussing "The Meaning of a Word" (Appendix A) 2. Discussing the multiple meanings of run, play, hand, fire, and light 3. Demonstrating "meaning is not in the word" for a unit test

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2.2 On a written test, students will distinguish between connotation and denotation by matching each term to its definition.

Subject Matter Content	Learning Activities
Connotation and Denotation	1. Discussing meanings of connotation and denotation and recording definitions in a notebook 2. Discussing tact as it relates to connotation in words 3. Naming examples of words with strong connotation and discussing how their connotations developed 4. Recalling meanings of connotation and denotation for a unit test

2.3 In a writing assignment to explain how language is constantly changing, students will describe factors that cause language to change and give examples of words affected by each factor.

Subject Matter Content	Learning Activities
Language is Constantly Changing	1. Completing and discussing "Language is Constantly Changing" (Appendix B) 2. Discussing the factors that cause language to be constantly changing 3. Completing the writing assignment on language is constantly changing

2.4 In a writing assignment to explain that euphemisms oppose "the word is not the thing," students will describe how euphemisms are used and relate examples of euphemisms that demonstrate that people react to words as if "the word were the thing."

Subject Matter Content	Learning Activities
Euphemisms	1. Completing and discussing "Euphemisms" (Appendix C) 2. Relating that euphemisms result when people react as if "the word were the thing" 3. Completing the writing assignment on euphemisms

2.5 In a writing assignment to explain why the factors that give meanings to words can be barriers to communication, students will describe factors that give words meanings and relate how these factors contribute to the barriers to communication.

Subject Matter Content	Learning Activities
Barriers to Communication	1. Discussing how "meaning is not in the word" becomes a barrier to communication

2. Discussing how connotative and denotative meanings in words become barriers to communication
3. Discussing how language is constantly changing becomes a barrier to communication
4. Discussing how people's reactions to a word as if it were the thing can become a barrier to communication
5. Completing the writing assignment on how factors that give meanings to words can be barriers to communication

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3.1 On a written test, students will identify the meaning of verbal strategies by matching the term to its definition.

Subject Matter Content	Learning Activities
Verbal Strategies	1. Discussing the meaning of verbal strategies and recording information in a notebook 2. Recalling the meaning of verbal strategies for a unit test

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3.2 On a written test, students will demonstrate ability to use verbal strategies by writing three sentences that show approval and three sentences that show disapproval.

Subject Matter Content	Learning Activities
Strategies That Approve or Disapprove	1. Completing and discussing "Verbal Strategies That Approve or Disapprove" (Appendix D) 2. Discussing verbal strategies that approve or disapprove 3. Recalling examples of verbal strategies that approve or disapprove for a unit test

3.3 In a writing assignment to explain how verbal strategies can be used to persuade or confuse, students will relate an example of a verbal strategy that persuades and an example of a verbal strategy that confuses.

Subject Matter Content	*Learning Activities*
Strategies That Persuade or Confuse	1. Completing and discussing "Verbal Strategies" (Appendix E)
	2. Discussing other verbal strategies that persuade or confuse including words used to describe foods that make them sound appealing, thereby persuading consumers to purchase
	3. Discussing why real estate developers choose street names such as "Shorewood Drive," "Airview Terrace," and "Village Green"
	4. Completing writing assignment explaining verbal strategies that persuade or confuse

4.1 On a written test, students will demonstrate awareness of basic human needs by naming the four basic needs and listing them in the order of necessity.

Subject Matter Content	*Learning Activities*
Basic Human Needs	1. Discussing basic human needs and recording information in a notebook
	2. Relating the fact that an individual's needs will determine that individual's actions
	3. Recalling basic human needs for a unit test

5.1 In a writing assignment to relate the "you" attitude in business communications to the theory of human need and the principles of communication psychology, students will explain how the "you" attitude fulfills a human need and promotes goodwill.

Subject Matter Content	*Learning Activities*
"You" Attitude in Business Communication	1. Discussing how the "you" attitude in business communications acknowledges the theory of human need and applies principles of communication psychology 2. Discussing the effect of using a person's name frequently during communication 3. Completing the writing assignment relating the "you" attitude in business communications to the theory of human need and the principles of communication psychology

6.1 In a writing assignment to relate anticipating a person's needs and feelings to promoting clear communication and good human relations, students will describe the factors for anticipating needs and feelings and explain how to use the needs and feelings to promote understanding and goodwill.

Subject Matter Content	*Learning Activities*
Anticipating a Person's Needs and Feelings	1. Discussing suggestions for anticipating a person's needs and feelings and recording information in a notebook 2. Discussing use of tact in promoting goodwill 3. Completing the writing assignment relating anticipating a person's needs and feelings to promoting clear communication and good human relations

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Completing written exercises with 75 percent accuracy,

Completing writing assignments with the following: ideas and concepts developed and supported; organizational and transitional elements applied; and rules of the mechanics of writing, grammar, and usage applied,

Demonstrating awareness of the concepts of communication psychology by discussing in class personal experiences that relate to the concepts, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbook and supplementary materials selected by the teacher

Appendix A

THE MEANING OF A WORD

Meaning Is Not in the Word

Words do not have meanings that always stay the same. No word really means anything by itself. A word's meaning comes from the way it is used. The context in which the word is used is a major factor that controls and conveys meaning. Words have as many meanings as they have uses. The meaning of the word is in the person using the word in each situation. Match the following statements to the person who might have used it in that context. Discuss the meaning of cut in the following statements.

____ 1. "I cut my finger while slicing the tomatoes."
____ 2. "You shouldn't cut your friends down like that."
____ 3. "I will cut the price of that item in half next week."
____ 4. "I saw a five-point buck cut into the trees."
____ 5. "You will need to cut your speech to three minutes."
____ 6. "I can cut only one more class this term."
____ 7. "I took a big cut at the ball."
____ 8. "Cut the deck twice before you deal."
____ 9. "Your cut comes to $20,000."
____ 10. "Billy cut his first tooth."

a) a teenager
b) a hunter
c) a teacher
d) a college student
e) a gambler
f) a bank robber
g) a mother
h) a baseball player
i) a merchant
j) a housewife

What does cut really mean? Do you cut a diamond the same way you cut a record? What do the following statements mean?

______________________ 11. Cut it out.

______________________ 12. That doesn't cut the mustard.

______________________ 13. I cut my teeth on Shakespeare.

______________________ 14. Don't cut corners.

______________________ 15. That doesn't cut ice.

Run is another word with many meanings. Write sentences using run to mean score, race, manage, trip, and range.

Appendix B

LANGUAGE IS CONSTANTLY CHANGING

Adding new words

Modern language has no long-lived uniformity because of continual change. Every spoken or written word of modern English has a heritage that has been accumulated through the constant change which occurs naturally in a language. The changes that have been observed in the past are still occurring today. Language changes occur when society and technology advance; words are replaced and new words are added. Language changes occur as society changes and there is a need for a clearer understanding. Some words in our modern language originated as English words, but most of our modern English words were borrowed from other languages. Words originate from two basic methods: borrowing and creating.

In the past, words were added to an existing language when a tribe separated from its parent nation and migrated to a new location. At the new location, the tribe borrowed words from the people occupying the area. When one nation invaded and conquered another, the effort to communicate caused both languages to change. The conquered assimilated some of the language of the conqueror, and the conquerors adopted words that represented the climate and lifestyle of the nation that had been conquered.

Words have been added also when it was necessary to create a term for a new idea, concept, or product. Sometimes new words were created by compounding existing words or phrases. As words were used, the need to conserve time and space shortened multisyllabled words or phrases to monosyllabled words and sometimes initials. This is demonstrated by the shortening of amend to mend and the abbreviation of knock-out to K.O. Shortening or abbreviation has been the trend of linguistic change.

Exercise 1

Locate the following words in the dictionary and determine if the words were originated by borrowing, creating, compounding, or shortening.

1. Bus
2. Syncromesh
3. Eolith
4. CARE
5. Cookie
6. Thermos
7. Zoom
8. Kaput
9. Zoot suit
10. Goodbye

Changing meanings of words

Word meanings rarely stay the same. Usage changes the meanings of words, causing them to shift by association and form new relationships between words. Board originated as a term to denote a piece of timber, but today it also refers to food. Food served from a board of lumber became associated with the term board, forming a relationship between the ideas. Consequently, the term for the food shifted to board.

Usage changes words by generalization and specialization. Usually a word originates with a general meaning and changes to a specialized meaning. Liquor originated from an Old French term which meant "to be fluid." Today the term is rarely used for anything other than to refer to an alcoholic beverage. The meaning has become specialized. Usage also changes words by degeneration and elevation. As a word is used, it begins to change. It can be upgraded or it can be downgraded as demonstrated by the use of person. Considered out of context, the word person appears to be a neutral word without positive or negative connotation. In the context of the statement, "Oh! You mean that person," the usage indicates distaste (degeneration). In the statement, "He's quite a person," the usage indicates admiration (elevation). Eventually person may develop such connotations that it would not be considered a neutral term any longer. The direction of change in the meaning of person, elevation or degeneration, will depend on how the word is predominantly used in the future.

Collaborator originally was a word with connotations associated with dignity. However, collaborator became associated with the fact that collaborators sometimes assisted an enemy. Common usage presently indicates that the term has degenerated. Collaborator is now a word of reproach, as observed in "Nazi collaborator." Words are sometimes elevated or degenerated until a word has another meaning. Smart originated to mean pain, but it was elevated until it eventually changed to mean intelligent.

Locate the following words in the dictionary and determine if the word meanings have become generalized, specialized, elevated, or degenerated. One word in the list has maintained basically the same meaning since it was originated. Identify that word.

Exercise 2

1. Hazard
2. Maverick
3. Villain
4. Icicle
5. Paraphernalia
6. Paradise
7. Wise
8. Spirit
9. Bully
10. Salvation

Appendix C

EUPHEMISMS

Euphemisms are softened, indirect expressions used in place of those that seem too harsh or direct. People sometimes transfer their attitudes about a thing to the word that stands for it. If the thing is unappealing or unpleasant, the word becomes the same and is avoided. Instead of using the words dead or death, people frequently say passed away. Words referring to sex or body functions are highly personal and embarrassing to some people. These people are reluctant to use such words and feel the need to substitute words innocuous enough to use in ordinary conversation. People living in the Victorian Era were so concerned with references to sex or any part of the human body that the terms drumstick, white meat, and dark meat were introduced to avoid saying chicken leg or chicken breast. Instead of saying table leg, Victorians preferred to say limbs of a table. Some individuals even referred to a bull as a gentleman cow. It is interesting to note that words considered obscene today are recorded in the King James Bible and were used for hundreds of years, with no shame, by English poets.

Name the common euphemism for each of the terms in group 1. Name the terms that the euphemisms in group 2 replaced.

1) cancer
   crippled
   pregnant
   insane asylum
   old folks home

2) intoxicated
   between engagements
   dentures
   selective service
   fib

Another type of euphemism is the attempt to elevate occupations that some people consider demeaning. A housewife became a homemaker. Undertakers became morticians; then they became funeral directors. Like an incantation, the euphemism is based on the idea that words can alter things. If an unpleasant thing is given a pleasant name, the thing becomes better. An ultimate example of using a word magic to soften the reality of an unpleasant situation was the euphemism used by Hitler to describe his attempt to exterminate the Jews in World War II. The term for this mass murder was "die Endulsing," which means final solution.

Name the terms that were replaced by the following euphemisms for occupations. Name other euphemistic terms currently used to refer to occupations.

3) domestic assistant
   law enforcement officer
   educator
   automobile technician

Appendix D

VERBAL STRATEGIES THAT APPROVE OR DISAPPROVE

No two words in the English language are exactly alike. Synonyms can be near substitutes for each other, but each word has a shade of meaning all its own. Words can simply focus attention on a subject, or words can focus attention or convey an opinion about a subject at the same time.

I am slender.	*You are thin.*	*She is skinny.*
The odor of a cigar	*The aroma of a cigar*	*The stench of a cigar*

Slender, thin, and skinny all could be used to focus attention on the same person. In a sense, they all mean the same thing. Yet, slender expresses approval, thin points out a fact, and skinny conveys disapproval. Does it change the smell of a cigar to refer to its aroma rather than stench? What does the term chosen to represent the smell of the cigar identify about the attitude of the speaker?

Which words or groups of words in the following show approval or disapproval? Do people always agree on the shades of meaning of words?

1) *curious*
   nosy
   interested
2) *alert*
   clever
   cunning
3) *self-assured*
   proud
   conceited
4) *bold*
   daring
   brazen
5) *inexpensive*
   cheap
   low cost
6) *indelicate*
   coarse
   vulgar
7) *He has a healthy appetite.*
   He eats like a pig.
   He is a big eater.
8) *The coat was reasonably priced.*
   The coat was inexpensive.
   The coat was cheap.
9) *The report wasn't factual.*
   The report wasn't the truth.
   The report was a lie.
10) *You're a picky housekeeper.*
    You're a careful housekeeper.
    You're a meticulous housekeeper.

What kind of problems can be created because people do not always agree on the shades of meaning of words? Discuss the effect of careless choice of words on human relations.

Appendix E

VERBAL STRATEGIES THAT PERSUADE OR CONFUSE

The following accounts illustrate how powerful words can be, and how strongly they can influence behavior. In each example, people are thinking about words rather than things.

Verbal Strategies that Persuade

> A big hotel near the ocean asked the local weather bureau to say partly sunny instead of partly cloudy. If one was true, so was the other, the hotel claimed.

The above example illustrates a verbal strategy to persuade. What is the persuasion that is intended?

> Lower Park Avenue was one of the finest streets in New York City, and it was known for its wealthy tenants who could afford maids and expensive cars. Fourth Avenue was an adjoining street with buildings and apartments of little significance. Fourth Avenue was renamed Park Avenue South. Suddenly there was new interest from developers and tenants. Rent in old buildings went up and new buildings with luxurious apartments replaced old ones.

Explain how word magic is involved in the situation described above.

(Appendix E continued on the following page)

Verbal Strategies that Confuse

In this exercise you will discover that words can "prove" things that are false.

> Three salesmen who were working for the same company and traveling together checked into separate rooms at a hotel. The desk clerk charged each man $30. After the men had gone to their rooms, the clerk realized he had made a mistake. The hotel gave a special rate for businessmen traveling together and the men should have been charged only $85 total, not $90. The clerk gave the bellhop $5 and told him to take the money to the men. The bellhop, who was not honest, returned only $1 to each of the men and kept $2 for himself. Now each of the men had paid only $29 for his room ($30 minus the $1 that was returned). Three times $29 is $87. The bellhop has $2. Eighty-seven dollars plus $2 makes a total of $89. However, the men paid a total of $90 to start with. What happened to the other dollar? Are you confused?

The following type of word magic is called labeling. In this instance does the label persuade or confuse or both? What was the theory the host wanted to prove?

> Seven men had made a habit of dining together once a month, each taking his turn serving as host. The meal was always concluded by passing around a box the host's favorite cigars which the gentlemen smoked as they continued their lively conversations. All the men anticipated this part of the evening on every occasion except for the times when a gathering was hosted by one particular gentleman in the group who made a habit of selecting a cheap brand of cigars for his guests. He was aware of the low opinion his companions had of his choice of cigars. As he prepared to host the group on one occasion, he decided to test their true ability to discern expensive cigars. After purchasing a box of the group's favorite cigars, he removed the labels and replaced them with labels from his usual, cheaper brand. When the meal was concluded, the cigars were passed and each of the six guests politely accepted a cigar. The gathering broke up shortly afterwards. As the host examined his guests individual ashtrays, he noted that five of them contained cigars that had been snuffed after only a few puffs. One ashtray was empty. However, the host's theory proved true when he discovered that the sixth cigar had been hastily discarded in the shrubbery just outside his front door by one of the guests as he left.

Appendix F

RELATED TERMS

blasphemy

card stacking

diction

ego

factor

glittering generalities (political or propaganda term)

incantation

labeling

loaded words

name calling (political or propaganda term)

obscenity

profanity

propaganda

significance

strategy

tact

transfer

Appendix G

ANSWER KEY FOR APPENDIXES A - E

Appendix A

1. j
2. a
3. i
4. b
5. c
6. d
7. h
8. e
9. f
10. g
11. to stop
12. standard of performance
13. to learn on
14. to do a cheaper way
15. of importance

Appendix B

(Exercise 1)

1. Shortened from ominbus
2. Compounded from syncro and mesh
3. Compounded by using the combining form eo, which means earliest, and the combining form lith, which means stone
4. Shortened from Cooperative Agency for Relief of Europe
5. Borrowed from the Dutch word koek (cake) and kockje (small cake)
6. Created as a trademark
7. Created as an imitative word
8. Borrowed from German and French capot
9. Created or coined by Harold C. Fox, clothier and bandmaster, for a flashy man's suit in the 1940's
10. Shortened from "God be with you"

(Exercise 2)

1. Hazard originated as a game of dice. Through association with the gamble or risk involved when the dice were thrown, the meaning **generalized** until risk or peril became the primary meanings of hazard.
2. Maverick was a 19th Century Texan who allowed his cattle to roam unbranded. The term began to **generalize** as it came to mean any unbranded cattle. Through association the term eventually was applied to individuals who did things their own way, refusing to be "branded" by labels of any group.
3. Villain originated as a term for a member of one of the lower classes. Because higher classes looked on the lower classes as uncouth and inferior, the term **degenerated** to mean someone responsible for something evil.
4. Icicle originated from Old English gicel, "icicle," and became Middle English ikyl or ikel and modern English ickle, which still survives as a dialectical word in England today. The word for ice in Old English was is. In Middle English the word became the compound of isis and gicle, "an icicle of ice." The original meaning was the same as we know today for icicle.
5. Paraphernalia originated from Medieval Latin and Greek words that were a specific term for goods a bride brings which are over and above the dowry. The term now refers to articles in **general**.

(Appendix G continued)

6. *Paradise originated from Old French, Late Latin, and Greek words meaning "enclosed park." Today the term has* ***elevated*** *to mean a place of bliss or even Heaven.*
7. *Wise originated from an Old English term for "manner." The usage today usually carries an* ***elevated*** *meaning. However, in the context of "a wise guy," the meaning demonstrates degeneration.*
8. *Spirit originated from a Latin term meaning "breath." The term has* ***elevated*** *to mean a life-giving force.*
9. *Bully was probably borrowed from a Dutch term meaning "lover." Later bully was used for anyone who was a good fellow. After that it represented someone who was a daredevil. Today bully has* ***degenerated*** *to represent a rough browbeating person.*
10. *Salvation originated from Old French and Late Latin terms that meant "to save." Its* ***specialized*** *meaning today refers to "being saved from sin."*

Appendix C

1) malignancy
handicapped
expecting
mental institution
rest home

2) drunk
unemployed
false teeth
draft
lie

3) maid
teacher
policeman
mechanic

Appendix D

(Answers will vary on this activity. Discussion will point out that people do not always agree on the shades of meaning of words.)

Appendix E

Verbal Strategies That Persuade

Labeling the weather "partly sunny" rather than "partly cloudy" emphasizes the fact that there will be sunshine rather than emphasizing the fact that there will be clouds in the sky to block out the sun. If people could be persuaded to think that the weather would be favorable, they would go to the beach and reserve rooms at the hotel.

The name "Park Avenue" has a magic for many people because of everything they know about the people who live on Park Avenue. New tenants transferred their feelings about Park Avenue to the new "Lower Park Avenue," and it is those transferred feelings that make the people willing to pay more for an apartment on "Park Avenue South" than for the same apartment on Fourth Avenue.

Verbal Strategies That Confuse

It is difficult to explain the cause of the confusion in this problem, but the confusion comes from the way the problem was described. By describing the situation with those words, the $90 cannot be accounted for. To get the right answer, different words, such as those that follow, must be used.

> After the men went to their rooms, each of the three was returned $1. This $3, plus the $2 the bellhop has, makes $5. Adding $5 to the $85 that the clerk retained accounts for the original $90.

The theory the host wanted to prove was that judgment is often confused by the way something is labeled. In other words, the host proved that people are often persuaded to approve or disapprove of something simply by its label. Labeling is a language strategy that can both persuade and confuse.

Appendix H

UNIT TEST

FUNDAMENTALS OF COMMUNICATION

Part One: Matching

1. Encoding
2. Connotation
3. Interference
4. Verbal strategies
5. Feedback
6. Denotation
7. Decoding

a. Process of selecting words and structuring a message after considering the background, attitude, and communication skills of the receiver
b. Process of giving meaning to words and interpreting meaning from the way the message was structured
c. Response to the message by the receiver that reveals to the sender the degree of communication
d. Anything external or internal that obstructs or distorts the message or feedback
e. The aura of feeling attached to a word
f. Carefully choosing words and structuring a message to influence feelings and conclusions
g. The dictionary meaning of a word

Part Two: Discussion

1. Graphically represent the two-way process of communication and describe the factors that interfere with communication.
2. Demonstrate "meaning is not in the word" by selecting two words and writing five statements using each word.
3. Write three sentences to demonstrate verbal strategies that show approval and three sentences to demonstrate verbal strategies that show disapproval. Write approval (a) or disapproval (d) in parentheses at the end of each sentence.
4. Name the four basic human needs and list them in the order of necessity.

Appendix I

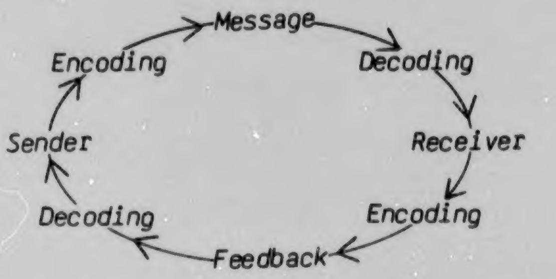
UNIT TEST ANSWER KEY

Part One: Matching

1. a
2. e
3. d
4. f
5. c
6. g
7. b

Part Two: Discussion

1.



2. Sample sentences demonstrating various meanings of cut and run

3. Sample sentences showing approval or disapproval:
He has a healthy appetite. (a)
She is a nosy person. (d)

4. a. Physical needs
   b. Safety and security needs
   c. Recognition and response needs
   d. Self-image needs

SUPPLEMENTARY MATERIALS

Cassettes with Activity Book
English Modular Mini-Course
"Diction"
Educulture Publishers
1 Dubuque Plaza, Suite 150
Dubuque, IA 52001

Filmstrips
Dealing with People
Business Education Films
7820 20th Avenue
Brooklyn, NY 11214

Workbooks
Communicating at Work
South-Western Publishing Co.
5101 Madison Road
Cincinnati, Ohio 45227

RESOURCES

Burnett, Mary Joyce and Alta Dollar. Business English--A Communications Approach. Boston, Massachusetts: Allyn and Bacon, Inc., 1979.

Burtness, Paul S. and Alfred T. Clark, Jr. Effective English for Business Communication. 7th ed. Cincinnati, Ohio: South-Western Publishing Co., 1980.

Dunn, James A., Peter Gray, and Elizabeth Martini. Teaching Basic Skills Through Vocational Education. Ithaca, New York: Cornell University, 1971.

Galvin, and Book. Person to Person--An Introduction to Speech Communication. Skokie, Illinois: National Textbook Company, 1973.

Himstreet, William C., Gerald W. Maxwell, and Mary Jean Onorato. Business Communications. Belmont, California: Pitman Learning Inc., 1982.

Phillips, Bonnie D. Business Communication. Albany, New York: Delmar Publishers, Inc., 1983.

Potter, Robert R. English Everywhere: Meaning, Media, and You. New York, New York: Globe Book Company, Inc., 1971.

Stewart, Marie M., et al. Business English and Communication. 5th ed. New York, New York: McGraw-Hill Book Company, 1978.

UNIT II

LISTENING SKILLS

INTRODUCTION

Listening is as important to effective communication as reading, writing, and speaking. Sometimes speakers do not mean what they say, and sometimes they say what they mean but the listener misses it. It is important for a listener to be able to construct or reconstruct what the speaker had intended. This is not always easy because listeners' past experiences determine their present perceptions and listeners tend to fill in gaps with what they expect to hear. Poor listening results in errors and misunderstandings that are costly in time, money, and goodwill.

Different situations call for different listening skills. Most people understand and retain information more effectively when several senses are involved in learning. Listening retention can be improved by repeating the information in one's own words, associating the information with a mental picture, or writing the information. Any combination of these reinforcers will strengthen retention. Notetaking is probably the most useful study skill a student can learn. Accurate notetaking to reinforce listening retention is as useful in the business world as in the academic world. In our media-centered society, where people are vulnerable to strategies of advertising, skillful propaganda, and political jargon, critical listening skills are needed to detect fallacy or persuasive intent and to recognize and discount distracting facts whenever they threaten judgment.

This unit was designed to emphasize the importance of listening and introduce the students to listening skills and techniques that they should practice throughout the year. Teachers assume that high school students know how to listen, but many students are deficient in these important basic skills. Like all other skills, listening is a learned and developed ability. Developing listening skills takes patience and practice, just as learning a physical skill. Research shows that listening can be taught and listening skills can be improved when instruction is provided; however, teaching listening skills requires an ongoing effort. The key to teaching listening skills is providing sufficient opportunity to practice the skills to be learned. Teachers can encourage the development of listening skills by being good listening models and by including instruction and exercises for listening as a regular part of each class period.

COMPETENCIES

1. Listen actively, overcoming barriers to listening and observing guidelines for listening.

2. Listen critically, determining total meaning and recognizing fallacious arguments.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Recognize the significance of listening skills to job success.
2. Understand and accept the responsibility of active listening to facilitate clear communication.
3. Gain skills in active listening.
4. Understand the principles of critical listening and recognize its significance.
5. Gain skills in critical listening.
6. Improve ability to follow instructions.
7. Reduce common misunderstandings that arise in spoken conversation.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1.1 On a written test students will distinguish between listening and hearing by defining the terms.

2.1 On a written test, students will name and describe three types of listening.

3.1 On a written test, students will name and explain five barriers to listening.

4.1 On a written test, students will demonstrate knowledge of guidelines for listening by completing statements.

4.2 In a writing assignment to explain why listening with empathy contributes to understanding, students will discuss the meaning and significance of listening with empathy and support the explanation with examples.

5.1 On a written test, students will name and describe two types of notetaking techniques.

5.2 In a notetaking exercise to record information in précis format, students will demonstrate ability to take notes in précis form by recording information dictated by the teacher.

5.3 In notetaking assignments to record notes in outline form, students will demonstrate ability to record outline notes by taking notes during class discussions.

METHODOLOGY

Use the information from the unit outline and other available sources to introduce the topical content of listening skills. Include exercises for listening as a regular part of each class period throughout the year and provide students with instruction that develops various listening skills in a wide range of listening situations. Encourage students to use patterns of association and visualization to help them listen and remember. Stress the importance of critical listening. Encourage students to ask questions that reveal inconsistent facts, illogical conclusions, or bias. Integrate writing assignments to enhance the students' understanding of the factors involved in listening.

Be a good listening model; be attentive to students when they speak and use good listening behaviors such as noting key points, repeating key phrases, and voicing questions to clarify facts and ideas. Tell students what they will be listening for so that they can listen with purpose. Limit repetition of questions and directions so that students will assume the responsibility of getting the information the first time. Use teaching techniques that facilitate notetaking.

SUGGESTED APPROACHES

1. Create quiz questions that require yes/no answers and read the quiz aloud. Ask questions only once. Require students to record answers on a sheet of paper.

2. Show the students some symbols or shortened words that can be used for notetaking.

3. Create listening exercises that require students to remember and enumerate and listening exercises that require students to remember and summarize.

4. Read aloud directions for class assignments. Require students to take notes in order to follow the instructions. Spot check by requiring individuals to repeat the instructions. At other times, require students to follow instructions without notes. Remind students that visualization is especially good for understanding and remembering directions.

5. Read aloud directions for students to create a graph. Require students to create the graph without writing down any of the directions. Remind students to use visualization to help them remember the instructions.

6. Read aloud directions for students to create a drawing from instructions similar to the following:

   > Do not begin until instructions are complete. When you are told to start, draw a straight line across the middle of your paper. Over the line but not touching the line, draw an X. Under the line and touching it, draw two circles. Put a small x in the center of each circle.

7. Read aloud passages with a number of irrelevancies. Require students to identify the irrelevant information.

8. Read aloud passages that include facts and opinions. Require students to distinguish the facts from the opinions.

9. Read aloud various selections. Require students to infer the identity of the speaker, the setting, and what is happening.

10. Read aloud articles from the local newspaper or business magazines. Require students to summarize the articles.

11. Read articles from the local newspaper or business magazines. Require students to identify the following: key facts, sequence relationships, and cause/effect relationships.

12. To demonstrate that it is easier to remember information that is relevant, read aloud the unfamiliar words in group a and require students to listen without taking notes. Then instruct the students to list as many of the 10 words as they can remember. Continue the exercise on listening and recalling by reading the words in group b. Students should be able to remember more words from group b than group a because the words are related to something familiar. Point out that relating new information to familiar information is a way of making it relevant. Then, instruct the students to listen to the words in group c and categorize them in order to make the words easier to remember. After the students have recalled the words in group c, point out that categorizing is one way of making information meaningful.

    a) zog
    sim
    blix
    cam
    sal
    bron
    dar
    lil
    maf
    nad

    b) tree
    watch
    shoe
    pen
    apple
    water
    house
    dog
    rock
    truck

    c) schnauzer
    pearl
    boxer
    ruby
    poodle
    diamond
    terrier
    emerald
    beagle
    sapphire

13. To demonstrate the effectiveness of visualization, read aloud the six word pairs in group a and require students to listen without taking notes. Then read aloud only the noun of each word pair and instruct students to record that noun and recall the adjective that was paired with it. Then read aloud the word pairs in group b and instruct students to use visualization to help them remember the word pairs. Discuss the effectiveness of visualization.

    a) orange bird
    yellow fish
    blue dog
    green duck
    red cat
    purple horse

b) thin bus   long bike   tall wagon
   fat car   short truck   wide train

14. Create or locate a tape of everyday sounds that students can identify as they listen to the tape. A local radio station might be able to supply a tape of sounds.

UNIT OUTLINE

LISTENING SKILLS

I. Listening and hearing

   A. Hearing--passive, simply sensing sounds
   B. Listening--active, attaching meaning to the sounds

II. Types of listening

   A. Listening for specific information
   B. Listening to evaluate
   C. Listening for pleasure

III. Barriers to listening

   A. Physical environment
   B. Emotions of the speaker and listener
   C. Background and expectations of the listener
   D. Lack of concentration
   E. Preference for talking over listening

IV. Guidelines for listening

   A. Preparing for listening
      1. Determining your purpose
      2. Reading about topic in advance
      3. Eliminating distractions
   B. Listening actively
      1. Rephrasing the message in spoken feedback
      2. Repeating the speaker's major points in own words mentally when the message cannot be spoken in feedback
      3. Asking questions to clarify what was heard
      4. Relating or visualizing information
      5. Taking notes when appropriate
   C. Listening critically
      1. Listening to what the speaker says as well as to what the speaker avoids saying
      2. Listening to tone of voice
      3. Observing body language
      4. Evaluating motive or determining bias
   D. Listening with empathy

V. *Notetaking Techniques*

   A. *Précis--concise summary noting the main idea and essential points of a speech or a written material*
   B. *Outline notes--recording main ideas at the margin and indenting details*

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1.1 On a written test students will distinguish between listening and hearing by defining the terms.

Subject Matter Content	*Learning Activities*
Listening and Hearing	*1. Discussing the difference between listening and hearing and recording the information in a notebook* *2. Recalling definitions for a unit test*

2.1 On a written test, students will name and describe three types of listening.

Subject Matter Content	*Learning Activities*
Types of Listening	*1. Discussing the types of listening and recording information in a notebook* *2. Identifying the type of listening required in each of the following situations: conference, interview, receiving instructions, and handling complaints* *3. Naming and describing types of listening for a unit test*

3.1 On a written test, students will name and explain five barriers to listening.

Subject Matter Content	Learning Activities
Barriers to Listening	1. Discussing barriers to listening and recording information in a notebook 2. Naming and explaining barriers to listening for a unit test

4.1 On a written test, students will demonstrate knowledge of guidelines for listening by completing statements.

Subject Matter Content	Learning Activities
Guidelines for Listening	1. Discussing guidelines for listening and recording information in a notebook 2. Completing statements on guidelines for a unit test

4.2 In a writing assignment to explain why listening with empathy contributes to understanding, students will discuss the meaning and significance of listening with empathy and support the explanation with examples.

Subject Matter Content	Learning Activities
Listening with Empathy	1. Discussing the meaning of empathy and relating why listening with empathy contributes to understanding 2. Completing the writing assignment explaining why listening with empathy contributes to understanding

5.1 On a written test, students will name and describe two types of notetaking techniques.

Subject Matter Content	Learning Activities

Notetaking Techniques	1. Discussing the précis and outline notes as two notetaking techniques and recording information in a notebook 2. Naming and describing notetaking techniques for a unit test

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5.2 In a notetaking exercise to record information in précis format, students will demonstrate ability to take notes in précis form by recording information dictated by the teacher.

Subject Matter Content	Learning Activities
Précis	1. Listening to details of a newspaper article read by the teacher and recording information in precis form 2. Recording lesson information dictated by the teacher in précis form

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5.3 In notetaking assignments to record notes in outline form, students will demonstrate ability to record outline notes by taking notes during class discussions.

Subject Matter Content	Learning Activities
Outline Notes	1. Discussing the technique for recording notes in outline form 2. Recording unit notes during class discussions in outline form

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Completing writing assignments with the following: ideas and concepts developed and supported; organizational and transitional elements applied; and rules of the mechanics of writing, grammar, and usage applied,

Demonstrating ability to listen and follow directions to complete class assignments,

Demonstrating ability to record précis notes that accurately summarize information,

Demonstrating ability to record outline notes that provide accurate and complete information needed for future use, and

Demonstrating awareness of the concepts of communication psychology by discussing in class personal experiences that relate to the concepts.

EQUIPMENT AND SUPPLIES

Textbook and supplementary materials supplied by the teacher

Appendix A

APTITUDE TEST FOR LISTENING

1. Take two apples from three apples and what do you have?

2. A farmer had 17 sheep. All but 9 died. How many did he have left?

3. Answer the question in the following poem.
   As I was going to St. Ives,
   I met a man with 7 wives.
   Each wife had 7 sacks.
   Each sack had 7 cats.
   Each cat had 7 kits.
   Kits, cats, sacks, wives.
   How many were going to St. Ives?

4. How many grooves are there on the average long-playing record?
   a. closer to 30 b. closer to 150

5. Which weighs more in ounces?
   a. a pound of gold b. a pound of feathers

6. How many birthdays does the average woman have?

7. Some months have 30 days. Some have 31. How many months have 28?

8. Do they have a 4th of July in England?

9. Which is correct?
   a. April is a month that have 31 days.
   b. April is a month that has 31 days.

10. I have two U.S. coins totaling 55 cents. One is not a nickel. What are the two coins?

11. If you had only one match and entered a room in which there was a kerosene lamp, an oil heater, and a wood burning stove, which would you light first?

12. According to the Bible, how many animals of each species did Moses take aboard the ark with him.

13. Is it legal in Louisiana for a man to marry his widow's sister?

14. Why is it illegal for a Chinese-American living in Communist China to be buried in San Francisco?

Appendix B

LISTENING WITH PURPOSE

To listen effectively, the listener must stay alert, resist distractions, and concentrate on what the speaker is saying. The following exercise will demonstrate that effective listening is enhanced when the listener listens with purpose. Listening with purpose prevents faulty listening, such as focusing on details that are misleading or on information that is not pertinent.

Instructions to Teacher

Tell the students that after listening to the following paragraph, they will be asked a question which can be answered with a single figure. Read the following paragraph.

> A bus is traveling through a city. It has seven passengers on it. It stops at State Street, and five passengers get off and two get on. Next, it stops at Forest Avenue, and three passengers get off and four get on. At the next stop, seven passengers enter the bus and only one gets off. Four blocks later another stop is made and eight passengers are discharged and none get on. The next stop is Third Avenue, where one passenger gets off and thirteen get on. At this time the bus begins a long express run into the suburbs.

Question: How many stops did the bus make?

Discussion Questions

Were you able to answer the question correctly? Why not? What were you listening for? You probably were able to tell how many passengers were on the bus as it began its express run to the suburbs. (There were 15 on the bus at that point.) If you listen again to the paragraph, knowing in advance what to listen for, it will be easy to answer the question. Try it. (The answer is five stops.)

Appendix C

RELATED TERMS

empathy

expert

fact

feedback

inference

opinion

paraphrasing

pertinent

precise

sympathy

Appendix D

ANSWER KEY FOR APPENDIX A

1. You **have** two apples?
2. He had the nine that were still alive.
3. Only one, the speaker, was going to St. Ives.
4. The answer is a. A record has only one continuous groove.
5. The answer is b. A pound of feathers weighs more. A pound of feathers weighs 16 ounces, but gold is measured by Troy weight which uses 12 ounces to measure a pound.
6. All people, including women, have only one birthday.
7. All months have at least 28 days.
8. The English have no reason to celebrate the 4th of July as Americans do, but July 4 is recorded on their calendar right between July 3 and July 5.
9. Neither is correct. April has only 30 days.
10. One is a half-dollar and the other is a nickel. The statement did not say that neither of the coins was a nickel.
11. The match must be lit first in order to light any of the other items.
12. Moses took no animals aboard the ark; it was Noah who built the ark.
13. No, it is not legal for someone who is dead to marry.
14. It is illegal for someone who is **alive** to be buried.

This aptitude test for listening demonstrates the following major barriers to listening: the tendency for listeners to hear what they expect to hear, the tendency for listeners to focus on details that are misleading, and the tendency to focus on information that is not pertinent. Ask students to identify and discuss the barriers in each question that caused them to miss the answers.

Appendix E

UNIT TEST

LISTENING SKILLS

Part One: Fill in the Blank

1. Guidelines for listening:
   Preparing for listening
   - a. Determining your ______
   - b. Reading about topic __________
   - c. Eliminating ___________.

   Listening actively
   - d. Rephrasing the message in ______________.
   - e. Repeating the speaker's major points ____________ mentally when you cannot repeat the message in spoken feedback
   - f. ___ __________ to clarify what was heard
   - g. Relating or _________ information
   - h. Taking _____ when appropriate

   Listening critically
   - i. Listening to ____________ as well as to ______________ saying
   - j. Listening to ____ of voice
   - k. Observing ____ language
   - l. Evaluating ______ or determining _____

Part Two: Discussion

1. Distinguish between listening and hearing by defining the terms.
2. Name and describe three types of listening.
3. Name and explain five barriers to listening.
4. Name and describe two types of notetaking techniques.

Appendix F

UNIT TEST ANSWER KEY

Part One: Fill in the Blank

1. a. Purpose
   b. In advance
   c. Distractions
   d. Spoken feedback
   e. In own words mentally
   f. Asking questions
   g. Visualizing
   h. Notes
   i. What the speaker says; what the speaker avoids saying
   j. Tone
   k. Body
   l. Motive; bias

Part Two: Discussion

1. Hearing is passive, simply sensing sounds. Listening is active, attaching meaning to the words.

2. Students will describe the following:
   Listening for specific information
   Listening to evaluate
   Listening for pleasure

3. Students will name and explain the following:
   Physical environment
   Emotions of the speaker and listener
   Background and expectations of the listener
   Lack of concentration
   Preference for talking over listening

4. A précis is a concise summary noting the main idea and essential points of a speech or written material. In outlining notes the main ideas are recorded at the margin and details are indented.

SUPPLEMENTARY MATERIALS

Activity Pack

Listening Skills (spirit masters)
J. Weston Walsh
P.O. Box 658
Portland, ME 04104

Cassettes with Activity Book

Communication Skills for Succeeding in the World of Work
"Listening on the Job"
McKnight Publishing Company
P.O. Box 2854
Bloomington, IL 61701

Mini-Courses in Academic Skills
"Notetaking Application and Practice Module"
Educulture Publishers
1 Dubuque Plaza Suite 150
Dubuque, IA 52001

Mini-Courses in Rhetoric and Critical Thinking
"Fallacies, Part I"
"Fallacies, Part II"
"Outlining"
"Deductive Reasoning"
"Inductive Reasoning"
"The Nature of Evidence"
"Argument and Persuasion"
Educulture Publishers
1 Dubuque Plaza Suite 150
Dubuque, IA 52001

Sound Filmstrip

Listening Skills: The Art of Active Listening
Human Relations Media, Inc.
175 Thompkins Avenue
Pleasantville, NY 10570

Thinking Skills: Introduction to Critical Thinking
Human Relations Media, Inc.
175 Thompkins Avenue
Pleasantville, NY 10570

Transparencies
Can You Listen
Career Aids, Inc.
8950 Lurline Avenue
Chatsworth, CA 91311

Workbooks
Effective Business Communications
Delmar Publishers
50 Wolf Road
Albany, NY 12205

RESOURCES

Burnett, Mary Joyce and Alta Dollar. Business English--A Communications Approach. Boston, Massachusetts: Allyn and Bacon, Inc., 1979.

Dunn, James A., Peter Gray, and Elizabeth Martini. Teaching Basic Skills Through Vocational Education. Ithaca, New York: Cornell University, 1971.

Galvin, and Book. Person to Person--An Introduction to Speech Communication. Skokie, Illinois: National Textbook Company, 1973.

Himstreet, William C., Gerald W. Maxwell, and Mary Jean Onorato. Business Communications. Belmont, California: Pitman Learning Inc., 1982.

Holmes, Ralph M. The Reference Guide--A Handbook for Office Personnel. Boston, Massachusetts: Houghton Mifflin Company, 1980.

Phillips, Bonnie D. Business Communication. Albany, New York: Delmar Publishers, Inc., 1983.

Phillips, Bonnie D. Effective Business Communications. Albany, New York: Delmar Publishers, Inc., 1977.

Stewart, Marie M., et al. Business English and Communication. 5th ed. New York, New York: McGraw-Hill Book Company, 1978.

UNIT III

ORAL COMMUNICATIONS

INTRODUCTION

Oral communication skills are clearly a part of good performance on the job. Giving clear directions and explanations or simply participating in a pleasant conversation are important skills for everyone. People who have an unpleasant voice or consistently misuse and mispronounce words usually make a poor impression. In addition to vocabulary, speech, and voice skills, oral communication covers human relations skills, such as being courteous and patient, listening attentively, maintaining eye contact, speaking tactfully, and using the other person's name frequently. These communication skills promote goodwill not only with customers, but also with other employees. Body language plays a significant role in oral communication. Whether speaking to employees, supervisors, co-workers, or customers, a skillful communicator must be able to interpret nonverbal communication signals and use nonverbal strategies that create a good impression. Being able to shake hands properly is important in the business world because many people believe that an individual's personality is revealed by the way that person shakes hands. In face-to-face communication, creating a good impression includes being able to start, maintain, and conclude a conversation. Speaking well and comfortably in a variety of situations is an important part of everyone's education.

The learning activities in this unit are designed to help students gain skills in verbal interactions that can be transferred to real work situations. Emphasis will be placed on identifying individual voice and speech weaknesses and making deliberate attempts to improve weaknesses. Students will be encouraged to apply language strategies that create a positive effect.

COMPETENCIES

1. Project a pleasing voice and use correct speech patterns to create a good impression.
2. Enunciate correctly.
3. Recognize and use nonverbal cues to facilitate clear oral communication.
4. Greet and introduce business callers observing proper protocol and procedure.
5. Use language strategies to create company goodwill and good human relations.
6. Use language strategies to make a good impression.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Recognize the significance of first impression in business.
2. Recognize factors that affect first impression.
3. Recognize the need to overcome voice and speech weaknesses.
4. Recognize causes of poor enunciation and use techniques to improve enunciation.
5. Reduce vocal distractions and overcome other weak voice elements and speech patterns identified in a self-evaluation exercise.
6. Recognize the significance of nonverbal communication in oral communication situations.
7. Gain skills in recognizing and using nonverbal cues.
8. Develop skills in greeting and working with business visitors.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1.1 In a writing assignment to explain the significance of first impression, students will relate the effect of first impression to customer-business relations and to a person's career.

1.2 On a written test, students will name three factors that affect first impression in oral communications.

2.1 On a written test, students will identify terms for speech patterns and voice elements by matching each term to its definition.

2.2 In a writing assignment to explain the effect of voice and speech on first impression, students will relate speech patterns and voice elements of disc jockeys and radio or TV announcers to the personalities they seem to project.

3.1 On a written test, students will describe four ways to improve voice and speech.

4.1 In a writing assignment to explain the causes of poor enunciation and identify ways to improve enunciation, students will describe four causes of poor enunciation, describe five types of poor enunciation, relate examples of each type, and describe ways to improve enunciation.

4.2 In an oral exercise to demonstrate ability to enunciate correctly, students will pronounce terms from a list of frequently mispronounced words.

5.1 On a written test, students will identify the meaning of vocal distracters by matching the term to its definition.

6.1 On a written test, students will describe two techniques to reduce vocal distracters.

7.1 By recording a message on tape and completing an evaluation form, students will evaluate personal voice qualities and speech patterns.

8.1 In a writing assignment to explain the role of nonverbal communication to total meaning, students will discuss examples of the seven types of nonverbal communication and relate their effect on communication.

9.1 In a writing assignment to relate the significance of the handshake to getting ahead in the business world, students will explain the personal characteristics that can be implied by the handshake.

9.2 By shaking hands in a class exercise, students will demonstrate the ability to shake hands properly and confidently in the business setting.

10.1 By role playing introducing callers, students will demonstrate the ability to introduce callers in the business world.

11.1 On a written test, students will demonstrate awareness of the procedure for greeting callers by completing statements on greeting callers.

11.2 By role playing greeting callers, students will demonstrate the ability to greet callers in the business world.

12.1 On a written test, students will describe the techniques that should be used with a difficult caller before attempting to solve the caller's problem or before assuming a firm attitude.

13.1 On a written test, students will identify the meaning of language strategies by matching the term to its definition.

14.1 On a written test, students will describe four examples each of verbal and nonverbal language strategies that "include."

15.1 On a written test, students will describe three examples each of verbal and nonverbal language strategies that "exclude."

16.1 On a written test, students will describe three language strategies that "put down."

17.1 On a written test, students will describe three language strategies that "build up."

18.1 In a writing assignment to discuss language strategies that create a good impression, students will describe the language strategies and explain why they work.

18.2 In a writing assignment to discuss language strategies that do not make a good impression, students will describe language strategies designed to impress and explain why they do not work.

19.1 In a writing assignment to discuss language strategies designed to reveal the self the speaker thinks others perceive, students will explain how speaking style is affected by the audience, how language strategies reveal how an individual feels about another person, and how language strategies reveal how an individual feels about himself.

METHODOLOGY

Use the information from the unit outline and other available sources to introduce the topical content of oral communication. Emphasize the importance of using oral communication skills to make a good first impression in the business world. Structure assignments that require students to record their voice on tape and evaluate their own voice and speech. Encourage students to continue self-evaluation and attempt to eliminate their weaknesses in oral communication. Throughout the year, continue to stress the oral communication skills and concepts that were introduced in this unit. Emphasize pronouncing words by articulating carefully in order to improve enunciation skills. Remind students to practice applying techniques to reduce vocal distracters while discussing unit lessons and presenting oral reports. Use role-playing to teach shaking hands and greeting and introducing callers. Incorporate writing assignments to enhance the students' ability to relate the use of language strategies to creating a good impression on the job.

SUGGESTED APPROACHES

1. Write these word pairs on the board and require students to control the meaning of the words and phrases with careful articulation.

a. accepted excepted	b. pictures pitchers	c sects sex
d. secede succeed	e. since sins	f. poor pure
g. sly trap slight rap	h. short ramp shore tramp	i. my twin might win
j. a name an aim	k. gray train great rain	l. my crushes Mike rushes

2. Require students to read aloud and practice the punctuation marks of oral communication such as rate, pauses, and vocal variety in order to communicate units of thought, not just words in a series.

3. Schedule oral communications practice where students give prepared or impromptu instructions or directions orally to classmates. Students could give directions to the school gymnasium, the principal's office, the local post office, or a local hospital.

4. Reinforce listening skills as students give oral directions to destinations in an unfamiliar locale. Instruct students to listen without taking notes. They should use visualization to help them remember their directions. Distribute copies of a map of their destination and require students to trace on the map the route they were instructed to follow.

5. Collect pictures of people wearing clothing that could be considered symbolic apparel and display the pictures on a bulletin board during the discussion on nonverbal communication.

6. Schedule oral communications practice where students give introductions for well-known public figures.

7. Schedule oral communications practice where students give opinion speeches.

UNIT OUTLINE

ORAL COMMUNICATIONS

I. First impression

    A. Significance of first impression
    B. Factors that affect first impression
        1. Appearance
        2. Behavior
        3. Voice

II. Elements of good speech

    A. Speech patterns
        1. Rate--speed at which a person speaks
        2. Emphasis--technique to communicate meaning through phrasing and voice changes
        3. Enunciation--pronouncing clearly and distinctly
    B. Voice Elements
        1. Pitch--highness or lowness of a voice
        2. Volume--loudness or softness of a voice
        3. Quality--characteristics of the voice other than pitch and volume

III. Ways to improve voice and speech

  A. Reading aloud using emphasis to communicate clear meaning
  B. Reading aloud to practice controlling volume and rate of speech
  C. Looking up unfamiliar words
  D. Practicing pronouncing difficult words

IV. Enunciation

  A. Causes of poor enunciation
    1. General carelessness
    2. Speaking too fast
    3. Lacking knowledge of correct pronunciation
    4. Organic defects
  B. Types of poor enunciation
    1. Omitting consonants or vowels
    2. Adding extra sounds
    3. Slurring words
    4. Transposing sounds
    5. Producing wrong sound
  C. Ways to improve enunciation
    1. Speaking carefully
    2. Speaking slowly enough to allow for enunciation
    3. Knowing the correct pronunciation

V. Vocal distracters--distracting utterances that fill space for a speaker, such as uh, you know, and clearing the throat

VI. Techniques to reduce vocal distractors

  A. Thinking ahead
  B. Learning to tolerate short pauses

VII. Evaluating oral communication skills

VIII. Nonverbal communication

  A. Appearance
  B. Vocal cues
  C. Silence
  D. Facial expressions
  E. Gestures
  F. Bodily movements
  G. Spatial relations

IX. The handshake

  A. Significance of the handshake in the business world
  B. Proper technique

X. Introducing callers

- A. Mentioning the female's name first when introducing a male and female
- B. Mentioning an older person's name first when introducing an older and a younger person
- C. Mentioning either name first when introducing a male to another male of the same age or when introducing a female to another female of the same age

XI. Greeting callers

- A. Greeting caller immediately and determining the purpose of the visit
  1. Handling an unfamiliar caller--"Good morning! May I help you?"
  2. Handling a familiar caller--"Hello Mr. Small" or "May I help you, Mrs. Large."
  3. Handling a caller who arrives during a phone conversation--smiling or nodding to acknowledge the presence of the visitor; then greeting him orally as soon as possible
  4. Handling a caller when a phone call comes in during the conversation--completing the sentence; then asking to be excused to handle the call, and returning to the visitor as soon as possible
- B. After the purpose of the visit is determined, taking the necessary steps to complete the business
  1. Supplying requested information
  2. Rerouting caller to the individual who has the information requested
  3. When possible, escorting a new visitor to the proper office
  4. If a caller must wait, explaining the situation and indicating an appropriate place for the visitor to wait
  5. If the contact person is not available, scheduling an appointment at another time

XII. Working with difficult callers

- A. Listening attentively
- B. Remaining calm
- C. Expressing concern
- D. Attempting to deal with the problem
- E. Being firm if necessary

XIII. Language strategies--communication techniques designed to achieve a desired objective

XIV. Language strategies that include

- A. Verbal language strategies
  1. Stopping to explain what was being said
  2. Changing to subject that includes others

3. Relating the topic to something in the background of others
4. Explaining technical terms to others
B. Nonverbal strategies
1. Smiling to welcome others
2. Moving over to make room for others
3. Maintaining eye contact with others
4. Walking over to lead others to the group

XV. Language strategies that exclude

A. Verbal language strategies
1. Conversing on topic unfamiliar to someone in the group
2. Referring to people unknown to someone in the group
3. Using technical language unknown to someone in the group
B. Nonverbal language strategies
1. Crossing arms in front of body
2. Refusing to look at speaker
3. Turning back to someone in group

XVI. Language strategies that put down

A. Mimicking another person's speech or body movements
B. Belittling someone
C. Using gestures or facial expressions in negative response to others

XVII. Language strategies that build up

A. Asking others for their help
B. Complimenting others
C. Citing a person's strong points to others

XVIII. Language strategies to reveal the self one wants others to perceive

A. Language strategies that make a good impression
1. Speaking deliberately, paying careful attention to speech patterns and voice elements
2. Choosing words carefully and accurately
3. Using multisyllabled words only when they contribute to clear communication
4. Using technical terms only when they contribute to clear communication
5. Explaining cultural or regional terms that are unfamiliar to others
6. Using informal speech patterns and clichés only in appropriate settings
B. Language strategies that do not make a good impression
1. Name dropping
2. Using multisyllabled words in inappropriate situations

3. Using technical jargon with receivers who are unfamiliar with the terms
4. Using slang expressions or clichés
5. Creating nicknames for others in order to gain attention or creating a situation in which listeners must ask the identity of the person mentioned
6. Using obscenities

XIX. Language strategies to reveal the self one thinks others perceive

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1.1 In a writing assignment to explain the significance of first impression, students will relate the effect of first impression to customer-business relations and to a person's career.

Subject Matter Content	Learning Activities
Significance of First Impression	1. Discussing the significance of first impression 2. Completing the writing assignment explaining the significance of first impression

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1.2 On a written test, students will name three factors that affect first impression in oral communications.

Subject Matter Content	Learning Activities
Factors that Affect First Impression	1. Discussing three factors that affect first impression and recording information in a notebook 2. Recalling factors that affect a first impression in oral communications for a unit test

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2.1 On a written test, students will identify terms for speech patterns and voice elements by matching each term to its definition.

Subject Matter Content	Learning Activities

Speech Patterns/Voice Elements	1. *Using a dictionary to determine meaning of terms for speech patterns and voice elements* 2. *Discussing meanings of terms and recording information in a notebook* 3. *Recalling definitions of terms for speech and voice elements for a unit test*

2.2 In a writing assignment to explain the effect of voice and speech on first impression, students will relate speech patterns and voice elements of disc jockeys and radio or TV announcers to the personalities they seem to project.

Subject Matter Content	*Learning Activities*
First Impression From Voice and Speech	1. *Discussing impressions created by voice and speech patterns of disc jockeys and radio or TV announcers* 2. *Completing the writing assignment explaining the effect of voice and speech on first impression*

3.1 On a written test, students will describe four ways to improve voice and speech.

Subject Matter Content	*Learning Activities*
Ways to Improve Voice and Speech	1. *Discussing three ways to improve voice and speech and recording information in a notebook* 2. *Reading selections aloud and changing meaning by stressing different points, by changes of voice, and by using pauses (Appendix A)* 3. *Describing ways to improve voice and speech for a unit test*

4.1 *In a writing assignment to explain the causes of poor enunciation and identify ways to improve enunciation, students will describe four causes of poor enunciation, describe five types of poor enunciation, relate examples of each type, and describe ways to improve enunciation.*

Subject Matter Content	*Learning Activities*
Causes of Poor Enunciation	1. *Discussing causes of poor enunciation and recording information in a notebook*
	2. *Discussing kinds of poor enunciation with examples of each, recording information in a notebook*
	3. *Discussing ways to improve enunciation and recording information in a notebook*
	4. *Completing the writing assignment explaining the causes of poor enunciation and identifying ways to improve enunciation*

4.2 *In an oral exercise to demonstrate ability to enunciate correctly, students will pronounce terms from a list of frequently mispronounced words.*

Subject Matter Content	*Learning Activities*
Demonstrating Enunciation Skills	1. *Practicing articulation while recording on tape (Appendix B)*
	2. *Examining a list of words often mispronounced and identifying problem spots (Appendix C)*
	3. *Recording words on tape for practice and self evaluation*
	4. *Determining pronunciation of difficult words and practicing pronouncing the words*

5. Recording words on tape for evaluation by the teacher

5.1 On a written test, students will identify the meaning of vocal distracters by matching the term to its definition.

Subject Matter Content	Learning Activities
Vocal Distracters	1. Discussing meaning and examples of vocal distracters and recording information in a notebook 2. Recalling definition and examples of vocal distracters for a unit test

6.1 On a written test, students will describe two techniques to reduce vocal distracters.

Subject Matter Content	Learning Activities
Techniques to Reduce Vocal Distracters	1. Discussing techniques to reduce vocal distracters and recording information in a notebook 2. Describing techniques to reduce vocal distracters for a unit test

7.1 By recording a message on tape and completing an evaluation form, students will evaluate personal voice qualities and speech patterns.

Subject Matter Content	Learning Activities
Evaluating Oral Communication Skills	1. Recording on tape a message selected by the teacher 2. Listening to the recording and evaluating personal voice and speech patterns (Appendix D)

8.1 On a writing assignment to relate the role of nonverbal communication to total meaning, students will discuss examples of the seven types of nonverbal communication and relate their effect on communication.

Subject Matter Content	Learning Activities
Nonverbal Communication	1. Identifying seven kinds of nonverbal communication and recording information in a notebook 2. Discussing ways that clothing can be symbolic to the wearer and to the viewer 3. Discussing gestures that can reverse the meaning of statements 4. Examining pictures and identifying nonverbal communication (Appendix E) 5. Locating pictures in magazines that exemplify nonverbal communication 6. Completing the writing assignment relating the role of nonverbal communication to total meaning

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9.1 In a writing assignment to relate the significance of the handshake to getting ahead in the business world, students will explain the personal characteristics that can be implied by the handshake.

Subject Matter Content	Learning Activities
Significance of the Handshake	1. Discussing the significance of the handshake in the business world

2. Completing the writing assignment on relating the significance of the handshake to getting ahead in the business world

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9.2 By shaking hands in a class exercise, students will demonstrate the ability to shake hands properly and confidently in the business setting.

Subject Matter Content	Learning Activities
Demonstrating the Handshake	1. Discussing the correct procedure to shake hands 2. Describing common handshakes, relating their symbolic meanings, and explaining why they are not appropriate for the business setting 3. Practicing the handshake appropriate for the business setting with teacher and classmates 4. Demonstrating the handshake for teacher evaluation

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10.1 By role playing introducing callers, students will demonstrate the ability to introduce callers in the business world.

Subject Matter Content	Learning Activities
Role Playing Introductions	1. Discussing rules for introductions and recording information in a notebook 2. Practicing introducing callers by role playing situations outlined by the teacher 3. Role playing the procedure to shake hands as individuals are introduced

4. Demonstrating for evaluation the correct procedure to introduce callers

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11.1 On a written test, students will demonstrate awareness of the procedure for greeting callers by completing statements on greeting callers.

Subject Matter Content	Learning Activities
Greeting Callers	1. Discussing procedure to greet callers and recording information in a notebook
	2. Completing statements on greeting callers for a unit test

11.2 By role playing greeting callers, students will demonstrate the ability to greet callers in the business world.

Subject Matter Content	Learning Activities
Role Playing Greeting Callers	1. Practicing greeting callers by role playing situations outlined by the teacher
	2. Demonstrating for evaluation the correct procedure to greet callers

12.1 On a written test, students will describe the techniques that should be used with a difficult caller before attempting to solve the caller's problem or before assuming a firm attitude.

Subject Matter Content	Learning Activities
Working with Difficult Callers	1. Discussing the techniques for working with difficult callers and recording information in a notebook
	2. Describing the techniques that should be applied when working

	with a difficult caller for a unit test

13.1 On a written test, students will identify the meaning of language strategies by matching the term to its definition.

Subject Matter Content	Learning Activities
Language Strategies	1. Discussing meaning of language strategies and recording information in a notebook 2. Recalling definition of language strategies for a unit test

14.1 On a written test, students will describe four examples each of verbal and nonverbal language strategies that "include."

Subject Matter Content	Learning Activities
Language Strategies That Include	1. Discussing examples of language strategies that "include" and recording information in a notebook 2. Describing examples of verbal and nonverbal language strategies that "include" for a unit test

15.1 On a written test, students will describe three examples each of verbal and nonverbal language strategies that "exclude."

Subject Matter Content	Learning Activities
Language Strategies That Exclude	1. Discussing examples of language strategies that "exclude" and recording information in a notebook

Subject Matter Content	Learning Activities
	2. Describing examples of verbal and nonverbal language strategies that "exclude" for a unit test

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16.1 On a written test, students will describe three examples of language strategies that "put down."

Subject Matter Content	Learning Activities
Language Strategies That Put Down	1. Discussing language strategies that "put down" and recording information in a notebook 2. Describing examples of language strategies that "put down" for a unit test

---

17.1 On a written test, students will describe three examples of language strategies that "build up."

Subject Matter Content	Learning Activities
Language Strategies That Build Up	1. Discussing language strategies that "build up" and recording information in a notebook 2. Relating the role of language strategies that "build up" to basic human needs and creating good human relations 3. Describing examples of language strategies that "build up" for a unit test

---

18.1 In a writing assignment to discuss language strategies that create a good impression, students will describe the language strategies and explain why they work.

Subject Matter Content *Learning Activities*

Language Strategies That Create a Good Impression	1. *Discussing language strategies that create a good impression and recording information in a notebook* 2. *Relating the effect of use of clichés and nonstandard expressions on the impression made in the professional setting* 3. *Identifying techniques of a good conversationalist that reflect good human relations techniques (Appendix F)* 4. *Relating the techniques of a good conversationalist to creating a good impression* 5. *Completing the writing assignment on language strategies that create a good impression*

18.2 In a writing assignment to discuss language strategies that do not make a good impression, students will describe language strategies designed to impress and explain why they do not work.

Subject Matter Content	*Learning Activities*
Language Strategies That Do Not Make a Good Impression	1. *Discussing language strategies that are attempts to impress, discussing reasons they do not impress, and recording information in a notebook* 2. *Identifying comedians who misuse words and relating the comic effect to inappropriate use of words in business settings* 3. *Writing sentences with common clichés and rewriting the sentences by substituting words that are more specific* 4. *Explaining the negative effect of inappropriate use of clichés*

5. Completing the writing assignment on language strategies that do not make a good impression

19.1 In a writing assignment to discuss language strategies designed to reveal the self the speaker thinks others perceive, students will explain how speaking style is affected by the audience, how language strategies reveal how an individual feels about another person, and how language strategies reveal how an individual feels about himself.

Subject Matter Content	Learning Activities
Language Strategies That Reveal the Self the Speaker Thinks Others Perceive	1. Discussing how speaking is affected by the following audiences: mother, boss, strangers, and friends 2. Completing the writing assignment on language strategies that reveal the self the speaker thinks others perceive

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Completing writing assignments with the following: ideas and concepts developed and supported; organizational and transitional elements applied; and rules of the mechanics of writing, grammar, and usage applied,

Demonstrating improved enunciation skills in oral drills and class discussions,

Completing with perceptiveness an evaluation of personal voice and speech qualities,

Demonstrating procedure to shake hands properly and confidently,

Role playing the correct procedure for greeting and introducing callers,

Demonstrating ability to listen and comprehend,

Demonstrating awareness of the concepts of communication psychology by discussing in class personal experiences that relate to the concepts, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbook and supplementary materials selected by the teacher

Tape recorder

Speech and voice checklist

Appendix A

CONTROLLING MEANING THROUGH EXPRESSION

Emphasizing different words in a statement can change the meaning of the statement. By emphasizing the underlined word in the following statements, the words carry the message in parentheses. The message is different every time even though the words remain the same.

1. I really want to visit there. (I, not someone else)
2. I really want to visit there. (a strong desire)
3. I really want to visit there. (I can't, but I want to)
4. I really want to visit there. (desire to visit, not live there)
5. I really want to visit there. (visit there, not elsewhere)

Part One - Identify the word to be emphasized in each of the following statements in order to create the meaning in parentheses.

1. I don't want to go. (It is not one of the things I want.)
2. I don't want to go. (I may need to go, but don't want to go.)
3. I don't want to go. (Others may want to, but I don't.)
4. I don't want to go. (I don't have the desire to go.)

Part Two - Repeat the following statements in an oral exercise. Use emphasis to create the meaning in parentheses.

1. I just love that dress. (It is really very pretty.)
2. I just love that dress. (It really looks like a dish rag.)
3. I just love that dress. (If I could only have one like it.)

Part Three - Repeat "I SAID THAT" in an oral exercise to mean:

1. Yes, it was I who said that.
2. Did I really say that?
3. I told you before. You weren't listening.
4. I mean that one, not the other one.

Appendix B

PRACTICE IN ARTICULATION

1. (p) Please pass the pepper, Pop.
2. (b) Bribe Bill for a bit of sherbet.
3. (m) I remember the mournful hymn the man sang.
4. (wh) Meanwhile a whistle came from somewhere.
5. (w) Wallace wondered about his reward for washing the windows.
6. (f) That traffic officer frightened us enough.
7. (v) Twelve drops of vinegar seemed to be a trivial amount.
8. (th) We thought his fifth birthday was held three weeks ago.
9. (t) Tiny Ted bit the tip of his little tongue.
10. (d) The lad's dog ran into the middle of the crowd.
11. (n) None of the nine coins are pennies.
12. (l) The silence of the laboratory appalled the lady.
13. (s) How do you classify your street address?
14. (z) That zany zoo keeper amused me.
15. (r) The pitter-patter of the rain on the barn rang clearly.
16. (sh) Bob brought seashells and a bushel of fresh shrimp.
17. (zh) On that occasion his decision brought him prestige.
18. (y) Yesterday the youth traveled with his companion beyond the canyon.
19. (k) That incredible music caught my uncle's eye.
20. (g) His finger pressed against the loose peg.
21. (ng) Jenny's young donkey showed strength.
22. (h) Perhaps high heels are hazardous.
23. (ch) Our teachers chatter and chuckle during lunch.
24. (j) That huge orange object is a strange and magic gem.

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Appendix C

COMMONLY MISPRONOUNCED WORDS

This exercise on commonly mispronounced words illustrates some types of poor enunciation. In this group of words, the underlined letters represent consonant and vowel sounds that are frequently omitted in everyday conversation.

fists
family

kept
library

length
eleven

Many times extra sounds are added that should not be pronounced in the word, such as in the following:

athalete for athlete
ahra for are

acrost for across
drownded for drowned

Careless enunciation causes slurring and transposed sounds.

wanna for want to

aks for ask

Careless enunciation produces syllables that do not match the phonetic sounds identified by the dictionary pronunciation guide.

Fridey for Friday

figger for figure

Read the following words aloud. Use the dictionary to determine the correct pronunciation of each word. Underline the trouble spots in each of the words and identify the type of poor enunciation frequently observed when these words are spoken.

statistics
simultaneously
obviously
punctuate
government
what
pen
choice
similar
already
accident
direction
often
cement

different
etiquette
history
going
toward
recognize
column
mail
spoil
president
strength
modern
situation
regular

poetry
width
police
success
aluminum
children
amendment
handkerchief
interests
general
February
probably
secretary
get

Appendix D

SPEECH AND VOICE CHECKLIST

Speaker________________________

Assignment________________________

Voice	Excellent	Very Good	Satisfactory	Needs Improvement	Poor	COMMENTS
Pitch						
Volume						
Quality						

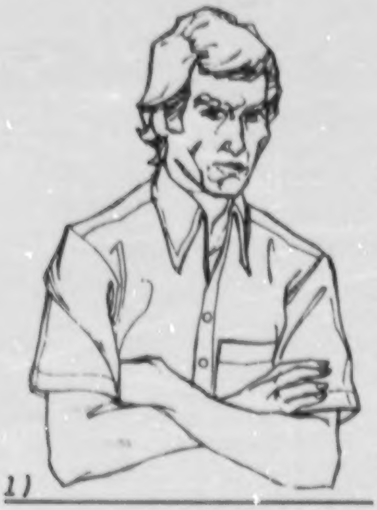
Speech						
Rate						
Emphasis						
Enunciation						
Vocal distractors Avoided						

Evaluator________________________ Date ________________________

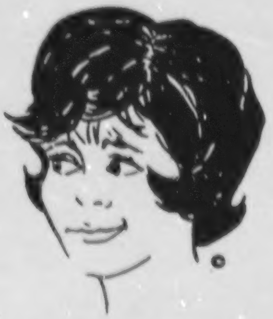
Appendix E

NONVERBAL COMMUNICATION

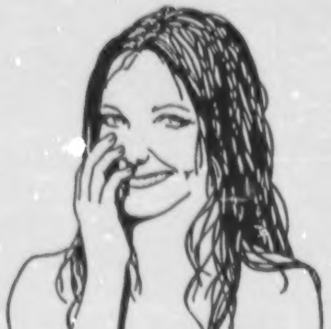
With certain facial expressions and gestures, you can reverse the apparent meaning of a statement. For instance, you can say, "I believe you" but roll your eyes upward in disbelief. In each of the drawings below, nonverbal communication reverses the meaning of one of the statements at the bottom of the page. Identify the statement that is reversed by the facial expression or gesture in each drawing.



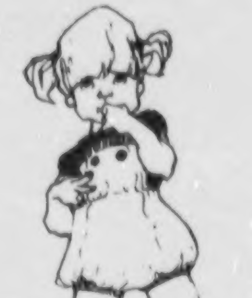
1) ____________________



2) ____________________



3) ____________________



4) ____________________

a) You're right. It isn't really funny. *b) Yes, I understand completely.*
c) I don't know who broke the cookie jar. *d) That doesn't bother me at all.*

Appendix F

HOW TO BE A GOOD CONVERSATIONALIST

People accept or reject others because of **what** they say and **how** they say it. Good conversationalists know how to respond verbally and nonverbally to others in order to elicit positive rather than negative responses.

TIPS FOR SPEAKERS

Have something to say.
Use words that are understandable to the listener.
Repeat statements for clarification.
Summarize main ideas.
Use listener's name frequently.
Answer questions frankly, when possible.
Show a sense of humor without offending.
Give listener a chance to talk.
Encourage listener to talk.
Maintain eye contact with the listener.
Use a pleasant tone of voice.
Speak at a moderate rate.
Be sincere and natural.
Think of the listener's interests and concerns.
Be interesting.

TIPS FOR LISTENERS

Be a good listener.
Maintain eye contact with the speaker.
Use verbal reinforcers, like yes and I agree.
Do not judge speaker with verbal and nonverbal responses.
Occasionally nod head in approval.
Have a pleasant facial expression.
Show interest--do not look beyond or turn away from the speaker.
Do not interrupt.
Focus thoughts on the speaker's ideas, rather than a possible response.

Appendix G

RELATED TERMS

articulation

audible

clichés

enunciation

inflection

jargon

pitch

pronunciation

strategy

tone

Appendix H

ANSWER KEY FOR APPENDIX C AND E

Appendix C

statistics (extra sound)
poetry (slurring)
etiquette (wrong sound)
obviously (slurring)
police (wrong sound)
going (omit consonant)
government (omit consonant)
aluminum (extra sound)
recognize (omit vowel, consonant)
pen (wrong sound)
amendment (omit consonant)
mail (extra sound)
similar (wrong sound)
interests (transpose)
president (wrong sound)
accident (slurring)
February (omit consonant or slurring)
modern (transpose)
often (extra sound)
secretary (transpose)
regular (omit vowel)
different (omit vowel)
simultaneously (slurring)
width (omit consonants)
history (omit vowel)
punctuate (slurring)
success (slurring)
toward (extra sound)
what (omit consonant)
children (transpose)
column (omit consonant)
choice (slurring)
handkerchief (omit consonant)
spoil (slurring)
already (omit consonant)
general (wrong sound)
strength (omit consonant)
direction (wrong sound)
probably (omit vowel, consonant)
situation (wrong sound)
cement (wrong sound)
get (wrong sound)

Appendix E

1. d
2. b
3. a
4. c

Appendix I

UNIT TEST

ORAL COMMUNICATIONS

Part One: Matching

1. Rate
2. Emphasis
3. Pitch
4. Volume
5. Quality
6. Vocal distracters
7. Language strategies
8. Enunciation

a. The speed at which a person speaks
b. Distracting utterances that fill space for a speaker, such as uh, you know, and clearing the throat
c. Highness or lowness of a voice
d. Designing communication techniques to achieve the desired objective
e. Communicating the meaning through phrasing, pauses, and tone of voice
f. Loudness or softness of a voice
g. The characteristics of the voice other than pitch and intensity
h. Pronouncing words clearly and distinctly

Part Two: Fill in the Blank

1. Greeting caller immediately and determining the purpose of the visit
   a. Handling an unfamiliar caller--"____________________________?"
   b. Handling a familiar caller--"______________"
   c. Handling a caller who arrives during a phone conversation-- ________________________ then ___________________________
   d. Handling a caller when a phone call comes in during the conversation--____________________; then _______________________
2. After the purpose of the visit is determined, taking the necessary steps to complete the business
   a. Supplying _________ information
   b. Rerouting caller to the individual who has the __________ _________
   c. When possible, escorting ______________ visitor to the proper office
   d. If a caller must wait,_____________ and indicating ____________
   e. If the contact person is not available, ______________________

Part Three: Discussion

1. Name three factors that create a first impression in oral communications.
2. Describe four ways to improve voice and speech.
3. Describe two techniques to reduce vocal distracters.
4. Describe techniques that should be used with a difficult caller before attempting to solve the caller's problem or assuming a firm attitude.
5. Describe four examples each of verbal and nonverbal strategies that "include."
6. Describe three examples each of verbal and nonverbal language strategies that "exclude."
7. Describe three language strategies that "put down."
8. Describe three language strategies that "build up."

Appendix J

UNIT TEST ANSWER KEY

Part One: Matching

1. a
2. e
3. c
4. f
5. g
6. b
7. d
8. h

Part Two: Fill in the blank

1. a. "Good morning! May I help you?"
   b. "Hello Mr. Small" or "May I help you, Mrs. Large."
   c. Smiling or nodding to acknowledge the presence of the visitor; greeting him orally as soon as possible
   d. Completing the sentence; asking to be excused to handle the call, and returning to the visitor as soon as possible

2. a. Requested
   b. Information requested
   c. A new
   d. Explaining the situation; an appropriate place for the visitor to wait
   e. Scheduling an appointment at another time

Part Three: Discussion

1. Appearance
   Behavior
   Voice

2. Students will discuss the following ways:
   Reading aloud using emphasis to communicate clear meaning
   Reading aloud to practice controlling volume and rate of speech
   Looking up unfamiliar words
   Practicing pronouncing difficult words

3. Students will discuss the following techniques:
   Thinking ahead
   Learning to tolerate short pauses

4. Students will discuss the following techniques:
   Listening attentively
   Remaining calm
   Expressing concern
   Attempting to deal with the problem
   Being firm if necessary

5. Students will discuss the following strategies:
   Verbal strategies that "include":
   Stopping to explain what was being said
   Changing to subject that includes others
   Relating the topic to something in the background of others
   Explaining technical terms to others

   Nonverbal strategies that "include":
   Smiling to welcome others
   Moving over to make room for others
   Maintaining eye contact with others
   Walking over to lead others to the group

6. Students will discuss the following strategies:
   Verbal strategies that "exclude":
   Conversing on topic unfamiliar to someone in the group
   Referring to people unknown to someone in the group
   Using technical language unknown to someone in the group

   Nonverbal strategies that "exclude":
   Crossing arms in front of body
   Turning back to someone in group
   Refusing to look at the speaker

7. Students will discuss the following strategies:
   Mimicking another person's speech or body movements.
   Belittling someone
   Using gestures or facial expressions in negative response to others

8. Students will discuss the following strategies:
   Asking others for their help
   Complimenting others
   Citing a person's strong points to others

SUPPLEMENTARY MATERIALS

Cassettes

Developing Good Attitudes

Career Aids, Inc.
8950 Lurline Avenue
Chatsworth, CA 91311

Working with People

Western Tape
P.O. Box 69
Mountain View, CA 94042

Cassettes with Activity Book

The Business of Oral Communication
"Using Your Voice"
"Spontaneous Conversation"
"Listening"

South-Western Publishing Co.
11310 Gemini Lane
Dallas, TX 75229

Communication Skills for Succeeding in the World of Work
"Speaking on the Job"

McKnight Publishing Company
P.O. Box 2854
Bloomington, Illinois 61701

Coping Effectively with Difficult People

Lansford Publishing Co.
P.O. Box 8711
San Jose, CA 95155

Cassettes with Transparencies

Non-Verbal Communication and Interaction

Lansford Publishing Co.
P.O. Box 8711
San Jose, CA 95155

Films

Office Practice; Manners and Customs

Business Education Films
7820 20th Avenue
Brooklyn, NY 11214

Sound Filmstrips

Interpersonal Life Skills

Singer Career Systems
90 Commerce Dr.
Rochester, NY 14623

Person-to-Person: Learning to Communicate

Sunburst Communications
39 Washington Avenue
Pleasantville, NY 10570

Relating: The Art of Human Interaction

Human Relations Media
Lansford Publishing Co.
P.O. Box 8711
San Jose, Ca 95155

Textbooks

Charm, Poise, and Getting Ahead

MPC Educational Publishers
3839 White Plains Road
Bronx, NY 10467

Human Relations in Business

South-Western Publishing Co.
11310 Gemini Lane
Dallas, TX 75229

Personal Psychology for Life and Work

Gregg/McGraw-Hill Publishing Co.
P.O. Box 996
Norcross, GA 30091

Transparencies

Human Relations Fundamentals

Lansford Publishing Company
P.O. Box 8711
San Jose, CA 95155

Interpersonal Relations

Lansford Publishing Company
P.O. Box 8711
San Jose, CA 95155

Non-verbal Communication

Lansford Publishing Company
P.O. Box 8711
San Jose, CA 95155

Workbooks

Communicating at Work
South-Western Publishing Co.
5101 Madison Road
Cincinnati, Ohio 45227

Effective Business Communications
Delmar Publishers
50 Wolf Road
Albany, NY 12205

English Style Skill-Builders 3rd ed.
"Dictation-Transcription Procedures"
Gregg/McGraw Hill
P.O. Box 996
Norcross, GA 30091

RESOURCES

Burnett, Mary Joyce and Alta Dollar. Business English--A Communications Approach. Boston, Massachusetts: Allyn and Bacon, Inc., 1979.

Burtness, Paul S. and Alfred T. Clark, Jr. Effective English for Business Communication. 7th ed. Cincinnati, Ohio: South-Western Publishing Co., 1980.

DeSoto Parish School Board. Foundation for Understanding Volume I. Mansfield, Louisiana: DeSoto Parish School Board, 1970.

Dunn, James A., Peter Gray, Elizabeth Martini. Teaching Basic Skills Through Vocational Education. Ithaca, New York: Cornell University, 1971.

Galvin, and Book. Person to Person--An Introduction to Speech Communication. Skokie, Illinois: National Textbook Company, 1973.

Himstreet, William C., Gerald W. Maxwell, and Mary Jean Onorato. Business Communications. Belmont, California: Pitman Learning Inc., 1982.

Phillips, Bonnie D. Business Communication. Albany, New York: Delmar Publishers, Inc., 1983.

Potter, Robert R. English Everywhere: Meaning, Media, and You. New York, New York: Globe Book Company, Inc., 1971.

Stewart, Marie M., et al. Business English and Communication. 5th ed. New York, New York: McGraw-Hill Book Company, 1978.

UNIT IV

TELEPHONE COMMUNICATIONS

INTRODUCTION

Because efficient use of telephone services saves company time, it is important that all workers be able to place both local and long distance calls skillfully and use current telephone services wisely. Demonstrating courtesy and business etiquette while initiating, maintaining, and ending a business telephone conversation is very important to promoting company goodwill. Business people, however, are often lacking in the simple skills for telephone communication. Speaking over the telephone requires the same oral skills that are necessary when speaking face-to-face; however, since eye contact and other body movements are not observable, it is even more important to use effective voice and speech skills. In telephone conversation, tone of voice has more influence than in face-to-face communication. Elements such as pronunciation and speaking rate may need to be exaggerated or slowed down on some occasions to ensure successful communication.

This unit is designed to emphasize the importance of first impression made over the business telephone and to identify the qualities that create a good impression. The learning activities are designed to give the student an opportunity to practice good telephone procedures.

COMPETENCIES

1. Project a clear and pleasant telephone voice.
2. Observe guidelines for courtesy and efficiency in business telephone communications.
3. Record telephone messages accurately and completely.
4. Use current and appropriate telephone equipment and services to facilitate efficient telephone communications.
5. Select correct long distance service and place calls efficiently using correct procedures.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Improve telephone voice.
2. Acquire knowledge of current telephone equipment and service.
3. Develop skills in placing and answering business telephone calls.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1.1 In a writing assignment to explain the importance of making a good first impression on the business telephone, the students will describe behavior that makes a good impression and behavior that make a poor impression and explain what could result from each behavior.

2.1 On a written test, students will demonstrate awareness of common telephone answering weaknesses by completing statements on common telephone faults.

3.1 On a written test, students will demonstrate knowledge of guidelines that will contribute to a clear and effective telephone voice and speech by completing statements on telephone voice and speech.

4.1 On a written test, students will demonstrate knowledge of guidelines for answering incoming calls by completing statements on answering incoming calls.

4.2 By role playing telephone answering situations, students will demonstrate the ability to answer typical incoming business telephone calls by following the correct procedure to answer telephone calls in which a caller is seeking information.

5.1 On a written test, students will demonstrate knowledge of guidelines for handling a difficult caller by completing statements on handling a difficult caller.

5.2 By role playing telephone answering situations, students will demonstrate the ability to handle difficult callers by following the correct procedure to answer a telephone call in which the caller is rude or unhappy.

6.1 On a written test, students will identify the meaning of screened call by matching the term to its definition.

6.2 By role playing telephone answering situations, students will demonstrate the ability to handle typical calls that require screening by following the correct procedure to screen a variety of incoming calls.

7.1 By accurately and completely recording telephone messages dictated by the teacher in class, students will demonstrate ability to record telephone messages on the job.

8.1 On a written test, students will demonstrate knowledge of the steps in preparing to place a business call by completing statements on planning a call.

9.1 On a written test, students will demonstrate knowledge of the correct procedure to place local telephone calls by completing statements on placing local calls.

9.2 By role playing placing local telephone calls, students will demonstrate the ability to place various types of local telephone calls by following the correct procedure in making the following kinds of local calls: scheduling appointments, making reservations, and requesting service.

10.1 In a written exercise to demonstrate ability to use a variety of available telephone services to place long distance calls, students will outline the correct procedure for placing the following long distance telephone calls: direct distance dial, directory assistance person to person, collect, credit card, and WATS.

11.1 Using a time zone chart, students will demonstrate ability to determine an appropriate time to place long distance calls by locating the time zone for the area being called and identifying acceptable time periods in which to place the telephone calls.

12.1 On a written test, students will demonstrate knowledge of current telephone services by matching each term to its definition.

13.1 On a written test, students will justify company policies for limiting personal telephone calls at work by explaining two reasons for the policies.

METHODOLOGY

Use the information from this unit outline and other available sources to introduce the topical content of correct telephone procedures and business etiquette. Use role playing to apply techniques for placing and answering common business telephone calls. Remind students to apply these techniques when placing phone calls at home. Record role playing so that students can evaluate their own telephone skills. Integrate writing assignments to enhance students' understanding of the importance of being able to make a good impression on the business telephone.

SUGGESTED INTEREST APPROACHES

1. Use model telephones when available.
2. Record on tape the role playing of telephone procedures for student evaluation.

UNIT OUTLINE

TELEPHONE COMMUNICATIONS

I. Establishing a first impression

II. Common telephone answering weaknesses

   A. Ignorance of telephone manners
   B. Lack of desire to aid caller
   C. Insufficient knowledge of the business
   D. Unprofessional or sloppy speech
   E. Overly pretentious or overly familiar manners

III. Telephone voice and speech

   A. Speaking directly into the transmitter; holding the mouthpiece 1/2" to 1" from the mouth
   B. Using the same voice volume required to speak to someone across a desk
   C. Using a normal conversational tone
   D. Showing warmth and pleasantness, making the voice smile
   E. Enunciating distinctly and clearly
   F. Speaking at a rate that is unhurried, but not too slow
   G. Avoiding slang expressions

IV. Answering incoming calls

   A. Answering promptly
   B. Identifying the business immediately
   C. Being prepared to record information
   D. Listening carefully
   E. Showing interest and concern by using the caller's name
   F. Keeping a caller informed when it is necessary to leave the line by excusing one's self to leave the line, by returning to the person on hold every 20 to 30 seconds, and by keeping the party on hold no longer than two minutes
   G. Letting the caller end the conversation
   H. Concluding the conversation positively

V. Handling difficult callers

   A. Maintaining self-control
   B. Listening attentively; showing interest and concern
   C. Allowing the caller to complete his statement without interruption
   D. Attempting to solve the problem
   E. Admitting responsibility if at fault
   F. Explaining action that will be taken
   G. Stressing favorable factors while settling the complaint

VI. Screened calls--calls that are allowed or rejected in order to protect a busy executive when the executive's time must be devoted to other work

VII. Recording telephone messages

- A. Identifying the caller
- B. Noting the time of the call
- C. Taking the message in shorthand or in some form of speedwriting so as not to delay the caller
- D. Repeating the message to the caller to be sure it is accurate
- E. Rewriting the message in good form and putting it in the appropriate place

VIII. Preparing to place a business call

- A. Reviewing the purpose of the call
- B. Noting the contact person and the telephone number
- C. Reviewing the information to be given
- D. Identifying the information sought
- E. Determining an appropriate time for the call
- F. Gathering necessary materials that will be needed during the call

IX. Placing local calls

- A. Identifying the individual and the company making the call
- B. Stating the reason for the call
- C. Providing the necessary information
- D. Asking tactfully for information not volunteered
- E. Listening carefully to the responses
- F. Tactfully closing conversation when purpose is accomplished
- G. Replacing receiver quietly

X. Long distance calls

XI. Time zones and long distance calls

XII. Telephone service

- A. Direct dial calls--dialing long distance without directory assistance to benefit from the lower rates
- B. Operator-assisted calls--engaging an operator to complete a call and accepting the higher rates
- C. Directory assistance--engaging an operator to determine a number for a local or a long distance call
- D. Calling card calls--using a telephone credit card to charge calls for which there is a monthly billing
- E. Collect calls--calls where the person or firm being called agrees to pay the charges on the call
- F. Third-number calls--transferring charges to a number other than the one from which the call was placed or received

G. Person-to-person calls--calling only a particular person or extension number

H. Station-to-station calls--agreeing to talk with anyone who answers a long distance call

I. "800" service telephone numbers--long distance calls made without charge to the caller

J. One-plus dialing--placing a long distance call, without operator assistance, by dialing one followed by the long distance number

K. Zero-plus dialing--engaging an operator to place a long distance call by dialing zero followed by the long distance number

L. Conference calls--talking at the same time to several people located in different places

M. WATS line calls--wide area telephone communication services

XIII. Problems caused by personal calls at work

A. Tying up lines that are needed for business transactions

B. Spending time that should be devoted to job performance on personal business

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1.1 In a writing assignment to explain the importance of making a good first impression on the business telephone, the students will describe behavior that makes a good impression and behavior that makes a poor impression and explain what could result from each behavior.

Subject Matter Content	Learning Activities
Company First Impression	1. Discussing the importance of making a good first impression and recording information in a notebook 2. Completing the writing assignment explaining the importance of making a good first impression on the business telephone

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2.1 On a written test, students will demonstrate awareness of common telephone answering weaknesses by completing statements on common telephone faults.

Subject Matter Content	Learning Activities
Telephone Answering Weaknesses	1. Discussing common telephone answering weaknesses and recording information in a notebook 2. Completing statements on common telephone answering weaknesses for a unit test

3.1 On a written test, students will demonstrate knowledge of guidelines that will contribute to a clear and effective telephone voice and speech by completing statements on telephone voice and speech.

Subject Matter Content	Learning Activities
Telephone Voice and Speech	1. Discussing guidelines for telephone voice and speech and recording information in a notebook 2. Completing statements on telephone voice and speech for a unit test

4.1 On a written test, students will demonstrate knowledge of guidelines for answering incoming calls by completing statements on answering incoming calls.

Subject Matter Content	Learning Activities
Answering Incoming Calls	1. Discussing guidelines for answering incoming calls and recording information in a notebook, 2. Relating the effect on company good will of a caller being put on hold and not kept informed 3. Completing statements on answering incoming calls for a unit test

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4.2 By role playing telephone answering situations, students will demonstrate the ability to answer typical incoming business telephone calls by following the correct procedure to answer telephone calls in which a caller is seeking information.

Subject Matter Content	*Learning Activities*
Role Playing Incoming Calls	*1. Reviewing and applying guidelines for telephone speech and voice and guidelines for answering incoming calls before beginning role playing* *2. Role playing telephone answering situations outlined by the teacher for practice and evaluation* *3. Evaluating self and classmates on the procedure to answer typical incoming calls (Appendix A)*

5.1 On a written test, students will demonstrate knowledge of guidelines for handling a difficult caller by completing statements on handling a difficult caller.

Subject Matter Content	*Learning Activities*
Handling Difficult Callers	*1. Discussing guidelines for handling difficult callers and recording information in a notebook* *2. Completing statements on handling difficult callers for a unit test*

5.2 By role-playing telephone answering situations, students will demonstrate the ability to handle difficult callers by following the correct procedure to answer a telephone call in which the caller is rude or unhappy with a product.

Subject Matter Content	*Learning Activities*

Role Playing Handling Difficult Callers	1. Reviewing and applying guidelines for telephone speech and voice and guidelines for answering incoming calls 2. Role playing telephone answering situations outlined by the teacher for practice and evaluation 3. Evaluating self and classmates on the procedure to answer incoming calls (Appendix A)

6.1 On a written test, students will identify the meaning of screened calls by matching the term to its definition.

Subject Matter Content	Learning Activities
Screened Calls	1. Discussing the meaning of screened calls and recording information in a notebook 2. Recalling definition of screened call for a unit test

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6.2 By role playing telephone answering situations, students will demonstrate the ability to handle typical calls that require screening by following the correct procedure to screen a variety of incoming calls.

Subject Matter Content	Learning Activities
Role Playing Screened Calls	1. Discussing circumstances requiring screened calls and discussing responses (Appendix B) 2. Role playing responses to screened call situations outlined by the teacher for practice and evaluation 3. Evaluating self and classmates on procedure to answer screened calls

7.1 By accurately and completely recording telephone messages dictated by the teacher in class, students will demonstrate ability to record telephone messages on the job.

Subject Matter Content	Learning Activities
Recording Telephone Messages	1. Discussing information required for recording complete and accurate telephone messages 2. Recording messages dictated by the teacher for practice and evaluation

8.1 On a written test, students will demonstrate knowledge of the steps in preparing to place a business call by completing statements on planning a call.

Subject Matter Content	Learning Activities
Planning a Business Call	1. Discussing the procedure for preparing to place a business call and recording information in a notebook 2. Completing statements on preparing to place a call for a unit test

9.1 On a written test, students will demonstrate knowledge of the correct procedure to place local telephone calls by completing statements on placing local calls.

Subject Matter Content	Learning Activities
Placing Local Calls	1. Discussing guidelines for placing local calls and recording information in a notebook 2. Relating the guidelines to placing phone calls at home 3. Completing statements on placing local calls for a unit test

9.2 By role playing placing local telephone calls, students will demonstrate the ability to place various types of local telephone calls by following the correct procedure in making the following kinds of local calls: scheduling appointments, making reservations, and requesting service.

Subject Matter Content	Learning Activities
Role Playing Local Calls	1. Reviewing and applying guidelines for placing local calls 2. Role playing local calls outlined by teacher for practice and evaluation 3. Evaluating self and classmates on procedure to place local calls (Appendix A)

10.1 In a written exercise to demonstrate ability to use a variety of available telephone services to place long distance calls, students will outline the correct procedure for placing the following long distance telephone calls: direct distance dial, directory assistance person to person, collect, credit card, and WATS.

Subject Matter Content	Learning Activities
Long Distance Calls	1. Reading and discussing information contained in local telephone books on available long distance services 2. Outlining the procedure for placing long distance telephone calls assigned by the teacher for practice and evaluation

11.1 Using a time zone chart, students will demonstrate ability to determine an appropriate time to place long distance calls by locating the time zone for the area being called and identifying acceptable time periods in which to place the telephone calls.

Subject Matter Content	Learning Activities

Time Zones and Long Distance Calls	1. *Examining a time zone chart and discussing how time zones affect long distance calls* 2. *Determining appropriate time for placing a variety of long distance calls outlined by the teacher for practice and evaluation*

12.1 On a written test, students will demonstrate knowledge of current telephone services by matching each term to its definition.

Subject Matter Content	*Learning Activities*
Telephone Services	1. *Discussing current telephone services that are defined in the telephone book and recording information in a notebook* 2. *Recalling definitions of terms for telephone services for unit test*

13.1 On a written test, students will justify company policies for limiting personal telephone calls at work by explaining two reasons for the policies.

Subject Matter Content	*Learning Activities*
Problems Caused by Personal Calls at Work	1. *Discussing reasons for company policies that limit personal telephone calls at work and recording information in a notebook* 2. *Justifying company policies for limiting personal telephone calls at work on a unit test*

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Completing written exercises with 75 percent accuracy,

Completing writing assignments with the following: ideas and concepts developed and supported; organizational and transitional elements applied; and rules of the mechanics of writing, grammar, and usage applied,

Role playing the correct procedure for telephone answering situations,

Role playing the correct procedure to place local telephone calls,

Recording telephone messages accurately and completely,

Demonstrating improved enunciation skills in oral drills and class discussions,

Demonstrating ability to listen and comprehend,

Demonstrating ability to record outline notes that provide accurate and complete information needed for future use,

Demonstrating awareness of concepts related to the psychology of communication, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbook and supplementary materials selected by the teacher

Tape recorder

Telephone procedures checklist

Appendix A

TELEPHONE PROCEDURE CHECKLIST

	YES	NO
Voice and Speech Spoke directly into transmitter		
Enunciated distinctly		
Emphasized key words		
Used proper vocabulary		
Procedure and Manners Answered promptly; identified self correctly		
Used callers name		
Took message willingly		
Verified spelling and figures		
Used "please" and "thank you"		
Kept caller informed, if necessary to leave line		
Allowed caller to end conversation		
Ended call positively		

Volume:	Too Loud	Too Soft	Satisfactory
Rate:	Too Fast	Too Slow	Satisfactory
Tone:	Overly Friendly	Cold	Satisfactory

Appendix B

SCREENING CALLS

Situation	Response
1. Party is available	"Thank you," or "One moment please."
2. Party is only available to certain individuals	"May I tell him who is calling?"
3. Line is busy	"I'm sorry, Miss _____'s line is busy. Would you like to wait, or may I have her call you as soon as her line is open?"
4. Party is away from desk	"I'm sorry, Mr._____ is away from his desk for a few minutes. May I take a message and have him call you?"
5. Party in a meeting	"Mrs. _______ is in a meeting until 11:00. Can someone else help you?"
6. Party out of office for part of day	"I'm sorry, Mr. _____ is out of the office until 3:30, but I'll give the message to him as soon as he returns."
7. Party absent; substitute taking calls	"I'm sorry, Miss __________ is out of town until Monday. Mr. _________ is taking her calls. Would you like to speak to him?"
8. Party is late arriving	"Mrs. ______ had to make a stop on the way to the office this morning, but she should be here soon. May I have her call you as soon as she arrives?"
9. Party has left early	"I'm sorry, but Mr. ______ is out of the office for the rest of the afternoon. Can someone else help you?"
10. Department lines are busy	"I'm sorry, those lines are busy. Would you like to wait?"
11. Caller knows title, not person's name	"That would be Miss _________. One moment please."
12. Caller seeks information	"Just a moment, sir, while I find out who can give you that information. .... Thank you for waiting. I'll ring Mr. _____ in our shipping department. I believe he can help you."

Appendix C

RELATED TERMS

(Because of the rapidly changing technology of telephone communication, teachers should create their own list of related terms and continually update the list.)

Appendix D

UNIT TEST

TELEPHONE COMMUNICATIONS

Part One: Matching

1. Screened calls
2. Direct dial calls
3. Operator-assisted calls
4. Directory assistance
5. Calling card calls
6. Collect calls
7. Third number calls
8. Person to person calls
9. Station to station calls
10. "800" service telephone numbers
11. One plus dialing
12. Zero plus dialing
13. WATS Line calls
14. Conference calls

a. Lowest rate charged for a long distance call
b. Person or firm being called agrees to pay the charges
c. Protect a busy executive whose time must be devoted to other work
d. Charges transferred to a number other than the one from which the call was placed or received
e. Any time an operator is engaged to help complete a call
f. Any time an operator is engaged to determine a number for a local or a long distance call
g. The customer is billed at the end of the month for calls made using a telephone credit card
h. Agreeing to talk with anyone who answers a long distance call
i. Long distance calls to a particular person or extension number
j. Long distance call made without charge to the caller
k. Long distance calls placed by dialing a "1" followed by the number
l. A long distance call that engages an operator by dialing "0" before the number being called
m. Wide area telephone communication services
n. Talking at the same time to several people located in different places

Part Two: Fill in the Blank

1. Common telephone answering weaknesses:
    a. ______________ of telephone manners
    b. ______ __ _______ to aid the caller
    c. ______________ knowledge of the business
    d. ______________ or __________ speech
    e. Overly _______________ or overly ______________ manners

2. Telephone voice and speech:
    a. Speaking _______ into the _________; holding the mouthpiece 1/2" to 1" from the mouth
    b. Using same voice volume required to speak to someone _____ from you
    c. Using a normal ________________ tone
    d. Showing warmth and pleasantness, making the voice ______________
    e. _________ distinctly and clearly
    f. Speaking at a rate that is ____________, but not too ______
    g. Avoiding ________ expressions

3. Answering incoming calls:
    a. Answering ______________
    b. Identifying the _________________ immediately
    c. Being prepared to _________ _________________
    d. Listening _________________
    e. Showing ____________ and _____________ by using the caller's name
    f. Keeping the caller informed when it is necessary to leave the line by ____, returning to a person on hold every ___________ seconds, and keeping the party on hold no longer than ___________
    g. Letting the caller ____ the conversation
    h. Concluding the conversation ________________

4. Handling difficult callers:
    a. Maintaining ______________
    b. Listening attentively showing, ___________ and ___________
    c. Allowing the caller to complete his statement __________________
    d. Attempting to _____ the problem
    e. ___________________ if at fault
    f. Explaining ________ that will be taken
    g. Stressing ___________ factors while settling the complaint

5. Preparing to place a business call
    a. Reviewing the _______ of the call
    b. Noting _______ ________ and telephone number
    c. ______ the information to be given
    d. Identifying the information ______
    e. Determining an ___________ ____ for the call
    f. Gathering _________ _________ that will be needed during the call

6. Placing local calls
   a. Identifying the ________ and the ______ making the call
   b. Stating the ______ for the call
   c. Providing the _________ information.
   d. Asking _________ for information not volunteered.
   e. Listening _________ to the responses.
   f. _________ close conversation when purpose is accomplished.
   g. Replacing receiver _______.

Part Three: Discussion

1. Explain two reasons why company policies limit personal telephone calls at work.

Appendix E

ANSWER KEY FOR UNIT TEST

Part One:

1. c
2. a
3. e
4. f
5. g
6. b
7. d
8. i
9. h
10. j
11. k
12. l
13. m
14. n

Part Two:

1. a. Ignorance
   b. Lack of desire
   c. Insufficient
   d. Unprofessional; sloppy
   e. Pretentious; familiar

2. a. Directly; transmitter
   b. Across a desk
   c. Conversational
   d. Smile
   e. Enunciating
   f. Unhurried; slow
   g. Slang

3. a. Promptly
   b. Business
   c. Record information
   d. Carefully
   e. Interest; concern
   f. Excusing one's self, 20 to 30, two minutes
   g. End
   h. Positively

4. a. Self-control
   b. Interest; concern
   c. Without interruption
   d. Solve
   e. Admitting responsibility
   f. Action
   g. Favorable

5. a. Purpose
   b. Contact person
   c. Reviewing
   d. Sought

e. Appropriate time
f. Necessary materials

6. a. Individual; company
   b. Reason
   c. Necessary
   d. Tactfully
   e. Carefully
   f. Tactfully
   g. Quietly

Part Three

1. The students will explain the following reasons:
   Tying up lines that are needed for business transactions
   Spending time that should be devoted to job performance on personal business

SUPPLEMENTARY MATERIALS

Cassettes and Workbooks
  Telephone Dynamics
    Western Tape
    P. O. Box 69
    Mountain View, CA 94040

Handbooks
  The Reference Guide
    Houghton Mifflin
    13400 Midway Rd.
    Dallas, TX 75234

Workbooks
  Telephone Techniques
    National Instructional Systems, Inc.
    P.O. Box 1177
    Huntington Beach, CA 92647

RESOURCES

Burnett, Mary Joyce and Alta Dollar. Business English--A Communications Approach. Boston, Massachusetts: Allyn and Bacon, Inc., 1979.

Burtness, Paul S. and Alfred T. Clark, Jr. Effective English for Business Communication. 7th ed. Cincinnati, Ohio: South-Western Publishing Co., 1980.

Himstreet, William C., Gerald W. Maxwell, and Mary Jean Onorato. Business Communications. Belmont, California: Pitman Learning Inc., 1982.

Phillips, Bonnie D. Business Communication. Albany, New York: Delmar Publishers, Inc., 1983.

Stewart, Marie M., et al. Business English and Communication. 5th ed. New York, New York: McGraw-Hill Book Company, 1978.

UNIT V

INFORMATION RESOURCES

INTRODUCTION

Today is sometimes described as a period of information explosion. Anyone competing in business today needs to be resourceful in locating information. This unit is designed to familiarize the student with the contents of essential deskside references, such as a grammar handbook or style manual, a dictionary, a thesaurus, and a telephone directory. In addition, this unit reviews the contents of information sources, such as encyclopedias, atlases, and almanacs so that the students will be able to choose the best resource for the information they will be seeking. The intent of the learning activities is to provide opportunity for students to explore and discover the contents of information references rather than to provide drills in locating information quickly.

COMPETENCIES

1. Exhibit resourcefulness in searching for information.
2. Select reference sources appropriate for information sought.
3. Locate information in references efficiently.
4. Use reference materials to answer questions or solve problems.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Recognize the significance of resourcefulness in obtaining information in business communications.
2. Differentiate the general content of dictionaries, directories, indexes, and encyclopedias.
3. Increase awareness of the variety of information in standard and unabridged dictionaries.
4. Increase ability to locate and interpret various information in dictionaries.
5. Recognize telephone directories as resources for useful information in addition to telephone numbers.
6. Increase knowledge of the format and arrangement of information in telephone directories.

7. Improve ability to locate information in telephone directories.

8. Recognize the existence of a wide variety of dictionaries, directories, indexes, encyclopedias, and other information resources.

9. Increase ability to use library facilities effectively.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1.1 On a written test, students will identify the contents of a dictionary by listing 10 kinds of information recorded for a word listed in a standard dictionary.

1.2 In a written exercise, to locate information in the alphabetical section of a dictionary students will demonstrate the ability to find 10 kinds of information recorded for a word by determining the following about given words:

- correct spelling
- correct syllabication
- appropriate definitions in a given context
- an appropriate synonym in a given context
- appropriate affix
- capitalization in a given context
- parts of speech
- usage
- word origin
- pronunciation

1.3 On a written test, students will list 10 supplementary sections found in most dictionaries.

1.4 In a written exercise to locate information in supplementary sections of a dictionary, students will locate information in the following sections:

- abbreviations and acronymns
- foreign words and phrases
- geographical names
- biographical names
- colleges and universities
- signs and symbols
- proofreaders' marks
- handbook of style

2.1 On a written test, students will identify the meaning of an unabridged dictionary by matching the term to its definition.

3.1 On a written test, students will identify the function of an abbreviated dictionary and the types of information found in it by matching the term to its definition.

4.1 On a written test, students will identify the content and the function of a thesaurus by matching the term to its definition.

4.2 In a written exercise, students will demonstrate the ability to use a thesaurus by choosing the most appropriate terms to express precise meaning.

4.3 On a written test, students will name two kinds of special dictionaries other than a thesaurus.

5.1 On a written test, students will identify the meaning of a directory by matching the term to its definition.

5.2 On a written test, students will name two kinds of directories other than a telephone directory and a city directory.

6.1 In a written exercise to locate information in the customer guide of the telephone directory, students will use information in the telephone directory to answer questions or resolve problems.

6.2 In a written exercise to locate information in the alphabetical section of the telephone directory, students will use information in the telephone directory to answer questions or resolve problems.

6.3 On a written test, students will demonstrate knowledge of the guidelines by which names are arranged in the alphabetical section, usually white pages, of a telephone directory by arranging a list of names in the correct order.

6.4 On a written test, students will identify the content and organization of the classified section, usually yellow pages, of the telephone directory by matching the term to its definition.

6.5 In a written exercise to locate information in the classified section of the telephone directory, students will use the yellow pages to answer questions or resolve problems.

6.6 On a written test, students will identify the content and organization of the government section, usually blue pages, of the telephone directory by matching the term to its definition.

7.1 On a written test, students will identify the content and organization of a city directory by matching the term to its definition.

8.1 On a written test, students will identify the contents of an index, an encyclopedia, an almanac, an atlas, and a manual or handbook by matching each term to its definition.

8.2 In a written exercise, students will demonstrate the ability to select the best reference sources for the information sought by matching questions or problems to reference sources.

METHODOLOGY

Collect enough copies of dictionaries for a classroom set. If enough copies are not available in the classroom or library, encourage students to bring copies from home. A variety of dictionaries will be an asset to the lesson. Require students to bring a current or old copy of the local telephone directory in order to complete the learning activity, "Using the Telephone Directory" (Appendix C). Locate copies of out-of-date city directories. Students could work in pairs to complete some of the exercises if enough copies are not available for each student.

Use the information from the unit outline and other available sources to introduce the topical content of information resources. Teach the unit in three parts: dictionaries, directories, and other information sources. Review the contents of dictionaries.

SUGGESTED APPROACHES

1. Require students to bring a dictionary to class and direct them as they explore the guide to their dictionary. Review the contents of the alphabetical section, such as word division, pronunciation, synonyms, antonyms, functional notations, and usage notations. Point out words that show stylistic usage notations, such as "slang" or "substandard," and point out words that show regional usage, such as "South" or "Irish." Also, point out words that show temporal usage notations, such as "obsolete" or "archaic." Explain that an obsolete notation is not necessary for a word that is defined as "an ancient device." The definition of the word makes it clear that the term would be obsolete. Irregardless, y'all, eftsoons, and catapult are good examples to discuss for word usage. Compare the table of contents of various dictionaries so that students know the topics and locations of the supplementary sections and can recognize that all dictionaries do not have the same supplementary sections.

2. Give a timed exercise on using an abbreviated dictionary to resolve questions about commonly confused word pairs, such as all ready/already, practical/practicable, stationery/stationary, counsel/council, minor/miner, compliment/complement, adhere/cohere, affect/effect, course/coarse, and appose/oppose.

3. Introduce the lesson on using a thesaurus by guiding students to recognize that words can be near substitutes for each other, but each has a shade of meaning or level of meaning that can help communicate a message more exactly. Require students to use the following groups of words to create sentences that skillfully use their level of meaning or shade of meaning.
   irritated, aggravated, riled
   concerned, worried, anxious
   appreciate, value, cherish

damp, wet, saturated
inspect, examine, scrutinize
reward, prize, bounty
separation, estrangement, alienation

4. Collect copies of hotel/motel directories. Require students to select a conference site in a particular city. Structure the assignment so that students must examine a map in the directory and read the descriptions of available accommodations at motels in the area before deciding on the best location for the conference.

5. Review the use of the library.

UNIT OUTLINE

INFORMATION RESOURCES

I. Dictionary--reference source most often used to determine the spelling, pronunciation, and definition of words, but can also be used to determine a variety of additional information

    A. Word information available in most standard dictionaries
        1. Spelling
        2. Syllabication
        3. Pronunciation
        4. Definitions/uses
        5. Synonyms/antonyms
        6. Word forms with affixes and plurals
        7. Capitalization
        8. Parts of speech
        9. Usage
        10. Etymology
    B. Supplementary sections in many dictionaries
        1. Abbreviations and acronyms
        2. Foreign words and phrases
        3. Geographical names
        4. Biographical names
        5. Colleges and universities
        6. Signs and symbols
        7. Proofreaders' marks
        8. Handbook of style
            a. Punctuation
            b. Italicization
            c. Capitalization
            d. Footnotes
            e. Forms of address
            f. Business correspondence
        9. Chart of pronunciation symbols

   10. Explanatory notes
   11. Table of weights and measures
   12. Practical business mathematics

II. Unabridged dictionary--reference source that contains all the words in a language, both current and obsolete

III. Abbreviated dictionary--reference source that contains 20,000 or 40,000 commonly used words for **quick** reference to determine spelling, word division, and proper word usage

IV. Thesaurus--reference source of classified synonyms and antonyms that is useful to locate the precise words needed to convey a message

V. Directory--alphabetical listing of the names and addresses of people in a particular business or profession in a specific geographical area; also provides information about government services, company officials, business hours, and products

VI. Telephone directory--reference source that contains a customer guide, an alphabetical directory, a classified section, and a government agencies section

   A. Customer guide--a section of the telephone directory that contains various information to help the telephone customers use their telephone services efficiently
      1. Telephone services offered by the local company
      2. Directory assistance instructions
      3. Rates and directions for long distance calls
      4. Area code and time zone chart
   B. Alphabetical directory--usually a white pages section that lists information about residents and businesses
      1. Telephone numbers and addresses
      2. Exact names and correct spelling
   C. A classified section--usually a yellow pages section that lists businesses according to their products or services
   D. A government section--usually a blue pages section which lists government agencies in directories for cities that are seats of government

VII. City Directory--reference source that lists names, addresses, and occupations of city residents, usually in two sections

   A. Alphabetical directory--section that lists residents and businesses and features other information, such as spouse's name, address, occupation, and employer
   B. Street directory--section that lists householders and businesses alphabetically by street names and addresses and features other information, such as occupants or business names and telephone numbers

VIII. Other information resources

A. Index--reference that lists contents of published materials, such as magazine articles, stories, and poems and is used to locate information on particular subjects
B. Encyclopedia--book or series of books with essay kinds of articles about people, places, and things of lasting interest; the articles are arranged alphabetically and are usually enhanced with bibliographies, pictures, diagrams, and maps
C. Almanac--reference that contains calendars and a wide range of information related to time and chronology
D. Atlas--reference that contains tables, charts, and illustrations showing geographic features, political divisions, population, and resources
E. Handbook or manual--reference that contains rules or directions which vary from one reference source to another

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1.1 On a written test, students will identify the contents of a dictionary by listing 10 kinds of information recorded for a word listed in a standard dictionary.

Subject Matter Content	Learning Activities
Word Information	1. Examining word information in a standard dictionary and recording the kinds of information in a notebook 2. Recalling the kinds of information recorded for a word in a standard dictionary for a unit test

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1.2 In a written exercise, to locate information in the alphabetical section of a dictionary students will demonstrate the ability to find 10 kinds of information recorded for a word by determining the following about given words:

correct spelling
correct syllabication
appropriate definitions in a given context
an appropriate synonym in a given context
appropriate affix
capitalization in a given context

parts of speech
usage
word origin
pronunciation

Subject Matter Content	*Learning Activities*
Interpreting Word Information	*1. Reading and discussing explanatory notes in the front section of a dictionary*
	2. Examining dictionary words identified by the teacher and interpreting the word information recorded for each
	3. Completing exercise on interpreting word information (Appendix A)
	4. Examining and discussing chart of pronunciation symbols
	5. Pronouncing for practice in an oral exercise unfamiliar words and words often mispronounced

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1.3 On a written test, students will list 10 supplementary sections found in most dictionaries.

Subject Matter Content	*Learning Activities*
Supplementary Sections	*1. Examining a standard dictionary, locating supplementary sections, and recording in a notebook the kinds of supplementary sections found in a standard dictionary*
	2. Recalling kinds of supplementary sections in a dictionary for a unit test

---

1.4 In a written exercise to locate information in supplementary sections of a dictionary, students will locate information in the following sections:

abbreviations and acronymns
foreign words and phrases
geographical names
biographical names
colleges and universities
signs and symbols
proofreaders' marks
handbook of style

Subject Matter Content	Learning Activities
Locating Information in Supplementary Sections	1. Discussing the difference in the format and content of the alphabetical sections and the supplementary sections of a dictionary 2. Completing exercise on locating information in supplementary sections of a dictionary (Appendix A)

2.1 On a written test, students will identify the meaning of an unabridged dictionary by matching the term to its definition.

Subject Matter Content	Learning Activities
Unabridged Dictionary	1. Discussing the meaning of an unabridged dictionary and recording the information in a notebook 2. Recalling the definition of an unabridged dictionary for a unit test

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3.1 On a written test, students will identify the function of an abbreviated dictionary and the types of information found in it by matching the term to its definition.

Subject Matter Content	Learning Activities
Abbreviated Dictionaries (20,000 Word Type)	1. Examining a dictionary containing 20,000 or 30,000, words

	noting the kinds of information it contains and discussing its usefulness
	2. Using an abbreviated dictionary to distinguish words often confused
	3. Recalling the function and content of an abbreviated dictionary for a unit test

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4.1 On a written test, students will identify the content and the function of a thesaurus by matching the term to its definition.

Subject Matter Content	*Learning Activities*
Thesaurus	*1. Discussing the function of a thesaurus, examining the content of a thesaurus, and recording information in a notebook*
	2. Recalling the function and content of a thesaurus for a unit test

4.2 In a written exercise, students will demonstrate the ability to use a thesaurus by choosing the most appropriate terms to express the precise meaning.

Subject Matter Content	*Learning Activities*
Using a Thesaurus	*1. Locating synonyms for words identified by the teacher*
	2. Completing a crossword puzzle on using a thesaurus (Appendix B)

4.3 On a written test, students will name two kinds of special dictionaries other than a thesaurus.

Subject Matter Content	*Learning Activities*

Other Special Dictionaries	1. Discussing various kinds of special dictionaries and recording information in a notebook 2. Examining special dictionaries in the local high school library and locating information assigned by the teacher 3. Recalling kinds of special dictionaries for a unit test

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5.1 On a written test, students will identify the meaning of a directory by matching the term to its definition.

Subject Matter Content	Learning Activities
Directories	1. Discussing the meaning of a directory and recording the information in a notebook 2. Recalling the meaning of a directory for a unit test

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5.2 On a written test, students will name two kinds of directories other than a telephone directory and a city directory.

Subject Matter Content	Learning Activities
Other Directories	1. Examining the content of directories in the local high school library and discussing other directories that are published 2. Locating information assigned by the teacher in other directories 3. Recalling other kinds of directories for a unit test

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6.1 In a written exercise to locate information in the customer guide of the telephone directory, students will use information in the telephone directory to answer questions or resolve problems.

Subject Matter Content	Learning Activities
The Customer Guide	1. Examining and discussing the contents of the customer guide section in a local telephone directory 2. Completing exercise on locating information in the customer guide section of the telephone directory (Appendix C)

6.2 In a written exercise to locate information in the alphabetical section of the telephone directory, students will use information in the telephone directory to answer questions or resolve problems.

Subject Matter Content	Learning Activities
Alphabetical Section	1. Examining and discussing the format of the alphabetical section of the telephone directory 2. Discussing the technique for using the telephone directory to determine the correct spelling of a surname, to determine a person's given name when only surname and approximate address are known, or to determine the exact name of an unfamiliar government office 3. Completing exercise on locating information in the alphabetical section of the telephone directory (Appendix C)

6.3 On a written test, students will demonstrate knowledge of the guidelines by which names are arranged in the alphabetical section, usually white pages, of a telephone directory by arranging a list of names in the correct order.

Subject Matter Content	Learning Activities

Arrangement of Alphabetical Section

1. *Examining and discussing the customer guide section that describes how to find numbers listed in the directory*
2. *Examining and discussing the arrangement of names listed in the alphabetical section*
3. *Locating the following:*
   a. *Residents' names with initials and prefixes*
   b. *Business names with all capital letters, numerals as names, abbreviations, ampersands, hyphens, and apostrophes*
   c. *Federal, state, and local government offices*
3. *Discussing the use of cross-referencing in a telephone directory*
4. *Arranging a list of names in the correct order on a unit test*

6.4 On a written test, students will identify the content and organization of the classified section, usually yellow pages, of the telephone directory by matching the term to its definition.

Subject Matter Content

Classified Section (Yellow Pages)

Learning Activities

1. *Examining and discussing the content and organization of the classified section, usually yellow pages, of the telephone directory*
2. *Recalling the content and organization of the classified section of the telephone directory for a unit test*

6.5 In a written exercise to locate information in the classified section of the telephone directory, students will use the yellow pages to answer questions or resolve problems.

Subject Matter Content	*Learning Activities*
Locating Information in the Classified Section (Yellow Pages)	*1. Locating for practice information identified by the teacher* *2. Discovering that the classified section is useful to locate a business when only the address is known, to locate a business when only part of the name is known, to find distributors of a brand name product, and to find additional shopping information in the ads* *3. Completing exercise on locating information in the classified section of the telephone directory (Appendix C)*

6.6 On a written test, students will identify the content and organization of the government section, usually blue pages, of the telephone directory by matching the term to its definition.

Subject Matter Content	*Learning Activities*
Government Section (Blue Pages)	*1. Discussing the content and organization of the government section, usually blue pages, of the telephone directory* *2. Recalling the content and organization of the government section of the telephone directory for a unit test*

7.1 On a written test, students will identify the content and organization of a city directory by matching the term to its definition.

Subject Matter Content	*Learning Activities*

City Directory	1. Examining and discussing the content and organization of a city directory 2. Locating information assigned by the teacher in a city directory 3. Recalling the content and organization of a city directory for a unit test

---

8.1 On a written test, students will identify the contents of an index, an encyclopedia, an almanac, an atlas, and a manual or handbook by matching each term to its definition.

Subject Matter Content	Learning Activities
Other Information References	
Index	1. Examining the content of indexes in the high school library and discussing other kinds of indexes that are published
Encyclopedia	2. Examining special encyclopedias in the high school library, discussing other kinds of special encyclopedias that are published, and comparing them with a set of general encyclopedias 3. Discovering special encyclopedias for special fields of information
Almanac	4. Examining the contents of almanacs in the high school library and discovering they contain a wide range of information, such as history, geography, business, politics, science, celebrities, literature, and religion
Atlas	5. Examining the contents of atlases in the high school library and discussing other atlases that are published

Manual/Handbook

6. *Examining and comparing the grammar and style manuals in the classroom and in the school library and noting the locations of their special features*
7. *Examining and discussing other manuals or handbooks*
8. *Recording in a notebook a description of the contents of an index, an encyclopedia, an almanac, an atlas, and a manual or handbook*
9. *Recalling the content of an index, an encyclopedia, an almanac, an atlas, and a grammar and style manual for a unit test*

8.2 In a written exercise, students will demonstrate the ability to select the best reference sources for the information sought by matching questions or problems to reference sources.

Subject Matter Content	*Learning Activities*
Selecting the Right Resource	1. *Discussing various circumstances requiring the use of an informational reference and determining the resource to use* 2. *Determining the appropriate reference for questions or problems*

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Completing written exercises with 75 percent accuracy,

Demonstrating resourcefulness in locating information,

Demonstrating improved enunciation skills in oral drills and class discussions,

Demonstrating ability to listen and comprehend,

Demonstrating ability to record outline notes that provide accurate and complete information needed for future use,

Demonstrating awareness of concepts related to the psychology of communication, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbook and supplementary materials selected by the teacher

Copies of the following desk references:
- Standard dictionary
- Abbreviated dictionary
- Thesaurus
- Telephone directory
- City directory
- Other directories
- Atlas
- Encyclopedia
- Almanac
- Index
- Manual/Handbook

Appendix A

USING A DICTIONARY

Turn to the appropriate section of the dictionary to determine the information required. Record the answers in the blank provided on the left side of the exercise and identify the section of the dictionary in which the information was found by writing A for alphabetic section or S for supplementary section beside the answers.

Answers	Questions
____________________ ____________________	1. Correctly divide the word **pianist** into syllables to indicate its two acceptable pronunciations.
____________________	2. What is an appropriate synonym for **ersatz?**
____________________	3. Would the word in parenthesis be capitalized in the following context? He always wanted to roam like a (Gypsy/gypsy).
____________________	4. Can **truncate** be used as an adjective?
____________________	5. What suffix would you add to make **truncate** a noun?
a ____________________ b ____________________ c ____________________	6. Record usage notations for the following words and indicate whether the notation is temporal (T), regional (R), or stylistic (S): a) schnook, b) edacious, c) y'all
a ____________________ b ____________________	7. What is the etymology of the following: a) schnook b) kaiser
____________________ ____________________ ____________________ ____________________ ____________________ ____________________	8. What kind of information is recorded in the handbook of style in a dictionary? (List five of the major headings.)

____________________ 9. What is the meaning of the abbreviation **sociol.**
____

____________________ 10. What does the acronym **UNESCO** represent?
____
____

____________________ 11. Who was John James Audubon?
____
____

____________________ 12. Where is Cornell University located?

____________________ 13. When was McNeese State University founded?

____________________ 14. What would the symbol ⟷ on a weather map represent?

____________________ 15. What is the astronomical symbol for a comet?

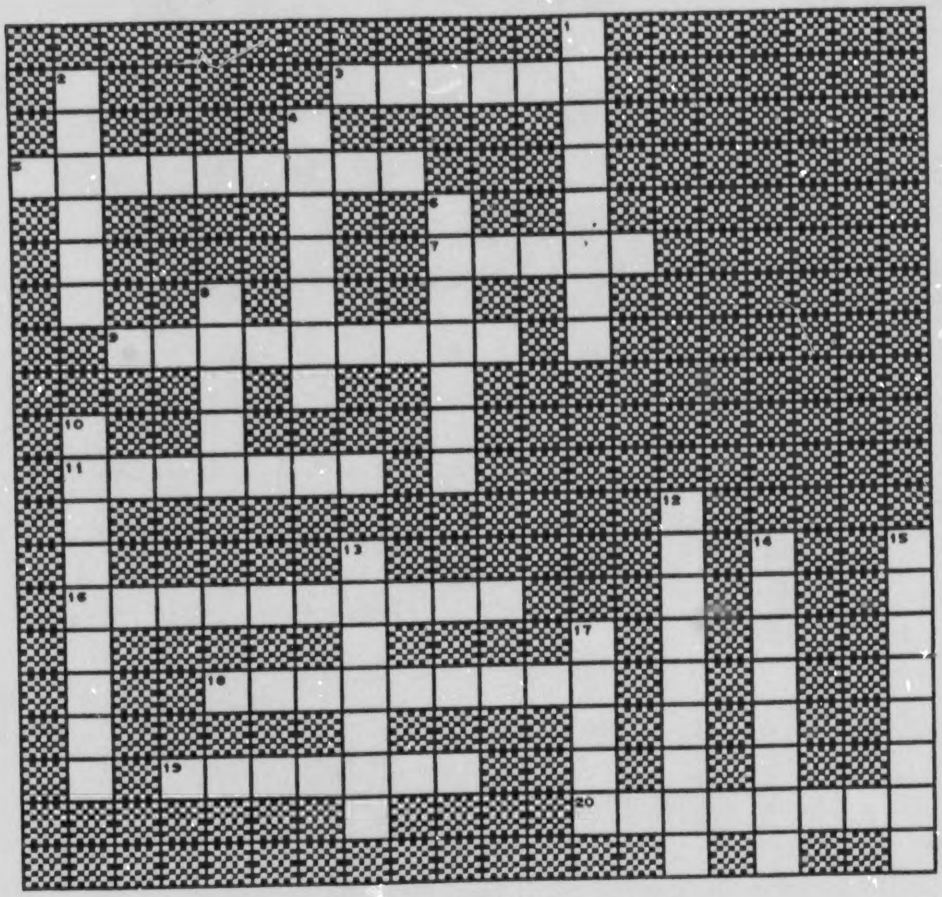
____________________ 16. On what page are proofreaders' marks listed?

____________________ 17. What is the appropriate definition of **rent** (past tense of **rend**) as it is used in the following context? "The tragedy rent the believer's faith completely."
____
____

____________________ 18. Rewrite the following statement without the use of the foreign term. "He was given **carte blanche** for business expenses."
____
____

Appendix B

USING A THESAURUS



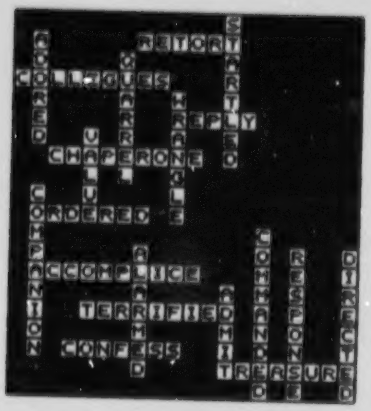
ACROSS CLUES

3. HIS (ANSWER) TO THE SARCASTIC QUESTION
5. MR. X AND I WERE (PARTNERS) AT THAT UNIVERSITY.
7. HIS (ANSWER) TO THE LETTER
9. A PARENT WILL (ACCOMPANY) THE DEBATE TEAM.
11. THE FATHER (INSTRUCTED) THE MISBEHAVING CHILD TO GO TO HER ROOM.
16. MR. X WAS HIS (PARTNER) WHEN THE CRIME WAS COMMITTED.
18. HE WAS (SCARED) WHEN THE SNAKE COILED TO STRIKE.
19. (ACKNOWLEDGE) COMMITTING A CRIME
20. I (APPRECIATE) GRANDMOTHER'S ANTIQUE LAMP.

DOWN CLUES

1. SHE WAS (SCARED) BY THE SONIC BOOM.
2. SHE (APPRECIATED) HER FATHER.
4. (ARGUE) OVER BEING CHEATED
6. (ARGUE) OVER THE UMPIRE'S CALL
8. I (APPRECIATE) YOUR FRIENDSHIP.
10. HE WAS MY (PARTNER) ON THE HIKE.
12. THE GENERAL (INSTRUCTED) HIS MEN TO ADVANCE.
13. SHE WAS (SCARED) WHEN THE CHILD'S FEVER SHOT UP.
14. THE STUDENT'S (ANSWER) DURING THE CLASS DISCUSSION
15. THE SECRETARY (GAVE INSTRUCTIONS) THE GUEST TO THE MEETING ROOM.
17. (ACKNOWLEDGE) A MISTAKE

ANSWERS: USING A THESAURUS



Appendix C

USING THE TELEPHONE DIRECTORY

A. Customer Guide

1. List four optional telephone services that are available for an additional charge.

2. List the towns or communities served by your local directory.

3. Identify the exchanges listed in your local directory that your community may reach with local calls.

4. Identify the exchanges listed in your local directory for which long distance charges apply when a call is placed from your community.

5. Record the directory assistance numbers for the following:

   __________ a. Local numbers

   __________ b. Long distance numbers with same area code

   __________ c. Long distance numbers with a different area code

   __________ d. WATS line numbers

6. Record the initial rate and the additional rate for the following kinds of long distance calls from your community to Baton Rouge (Baton Rouge to New Orleans if you live in Baton Rouge):

	Initial Rate	Additional Rate
Direct Dial		
weekday	__________	__________
evening	__________	__________
night/weekend	__________	__________
Operator-Assisted	__________	__________
station-to-station	__________	__________
person-to-person	__________	__________

7. Determine the charge for each call identified in question six if it had been a five-minute call:

Direct Dial

weekday $__________

evening $__________

night/weekend $__________

Operator Assisted

station to station $__________

person to person $__________

8. Use the area code chart or map to locate and record the area codes for the following cities:

__________ a. Springfield, Missouri

__________ b. Provo, Utah

9. What should you do if you dial a wrong long distance number?

____

10. What number should you call if you want a telephone installed?

____

11. What number should you call if there is an error on your telephone bill?

____

B. Alphabetical Section

1. Locate the telephone number of one of your friends. Write the name under which the number is listed and the guide names which appear at the top of the page.

   ______________________________ (1) Listing name

   ______________________________ (2) Guide names

2. Use your telephone directory to determine the exact name of the office, the telephone number, and the address of the following local, State, and Federal offices:

   a. The nearest office that will issue a driver's license

   ______________________________ (1) Exact name of office

   ______________________________ (2) Telephone number

   ______________________________ (3) Address

   b. The nearest post office

   ______________________________ (1) Exact name of office

   ______________________________ (2) Telephone number

   ______________________________ (3) Address

   c. The social security office in your area

   ______________________________ (1) Exact name of office

   ______________________________ (2) Telephone number

   ______________________________ (3) Address

   d. The state unemployment office

   ______________________________ (1) Exact name of office

   ______________________________ (2) Telephone number

   ______________________________ (3) Address

3. Use your telephone directory to determine the correct spelling for a business located in your community. Record the correctly spelled name of two businesses dictated by your teacher.

______________________________ a. ....

______________________________ b. ....

4. Use your telephone directory to determine the possible ways to spell a surname identified by your teacher. Record all the methods listed in your local directory for spelling that surname. (Example: Miers, Meyers)

______________________________ ....

____

____

____

____

____

____

____

____

____

____

C. Classified Section

1. Use your classified section to locate a business that you might call to get a price for an Apple microcomputer. Record the name of the business, the telephone number, and the heading under which the business was listed.

______________________________ a. Name of business

______________________________ b. Telephone number

______________________________ c. Heading

2. *Use your classified section to locate a business that provides repair service for Maytag washing machines. Record the name of the business, the address, and the heading under which the business was listed.*

_____________________ a. *Name of business*

_____________________ b. *Address*

_____________________ c. *Heading*

3. *Use your classified section to locate a business that provides an answering service. Record the name of the business, the address, and the heading under which the business was listed.*

_____________________ a. *Name of business*

_____________________ b. *Address*

_____________________ c. *Heading*

D. Other Special Features

Examine your local telephone directory and list three other special features included for customer reference and convenience.

____

____

____

Appendix D

SELECTING THE APPROPRIATE REFERENCE

INSTRUCTIONS: Match the situation with the most appropriate reference. A reference may be used more than one time.

SITUATIONS

______ 1. To find any word in the English language
______ 2. To determine the correct spelling of surname of an individual whose address is known
______ 3. To determine the rate for dialing Houston after 8:00 p.m.
______ 4. To locate three firms that repair air conditioners
______ 5. To determine what the letters UNESCO stand for
______ 6. To obtain instructions for preparing a manuscript
______ 7. To find out who won the World Series in 1982
______ 8. To locate a biography and a picture of Francis Scott Key
______ 9. To determine the difference between effect and affect
______ 10. To find the names of the planets in the solar system
______ 11. To find a more expressive word for "very"
______ 12. To determine the profession of a local resident
______ 13. To locate a definition for sociology
______ 14. To find the population of the State of California
______ 15. To get information about times of services at a local church
______ 16. To determine who published the book Hawaii
______ 17. To find a distributor of Texas Instruments business machines
______ 18. To find a chart explaining this symbol @
______ 19. To locate page numbers for the chapter on the burning of Alexandria in the book Confederate Military Actions
______ 20. To secure information for calling Mars, Pennsylvania, direct

REFERENCES

a. Encyclopedia
b. Thesaurus
c. "Customer Guide" in telephone directory
d. Supplementary section in dictionary
e. Index
f. Manual
g. Unabridged dictionary
h. Atlas
i. Abbreviated dictionary
j. Almanac
k. "Classified Section" in telephone directory
l. Alphabetical listing in telephone directory
m. City directory
n. Alphabetical section in a dictionary

Appendix E

RELATED TERMS

appendix

bibliography

cross references

etymology

functional labels

glossary

guide words

homographs

index

inflection

preface/forward

periodicals

sense division

slang

stress

usage

variants

Appendix F

ANSWER KEY FOR APPENDIXES A-D

Appendix A

1. Pe ˈan əst (A)
   ˈPe ə nəst

2. Artificial (A)

3. Gypsy (A)

4. Yes (A)

5. tion (A)

6. a) S (slang), b) T (archaic), c) R (south) (A)

7. a) Origin unknown (A) b) From Latin Caesar or OHG keisur emperor

8. Punctuation (S)
   Italicization
   Capitalization
   Footnotes
   Forms of address
   Styles in business correspondence

9. Sociology or sociologist (A)

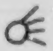
10. United Nations Educational, Scientific, and Cultural Organization (A) or (S) (Depending on the dictionary)

11. John James Audubon was an American artist and naturalist. (S)

12. Ithaca, New York (S)

13. 1939 (S)

14. Ice needles (S)

15.  (S)

16. (Depends on individual dictionary) (S)

17. To lacerate mentally or emotionally (A)

18. He was given permission to spend whatever was necessary for business expenses.

Appendix B

(Answers located on clue sheet)

Appendix C

A. Customer guide:

1. a. Touchtone
   b. Nonlisted number
   c. Additional listings
   d. Custom calling services

2. (To be supplied by local teacher)

3. (To be supplied by local teacher)

4. (To be supplied by local teacher)

5. a. 1 + 411
   b. 1 + 555 + 1212
   c. 1 + area code + 555 + 1212
   d. 1 + 800 + 555 + 1212

6. (To be supplied by local teacher)

7. (To be supplied by local teacher)

8. a. 417
   b. 801

9. Hang up and dial the operator ("0") right away. Explain what happened so the operator can arrange for the proper credit.

10. Call the service representative.

11. Call the service representative; the number is on the bill.

B. Alphabetical section:
(To be supplied by local teacher)

C. Classified section:
(To be supplied by local teacher)

D. Other special features:
Calendar, coupons, postal zip code, etc.

Appendix D

1. g
2. l
3. c
4. k
5. d
6. f
7. j
8. a
9. i
10. h
11. b
12. m
13. n
14. h
15. k
16. e
17. k
18. d
19. e
20. c

Appendix H

UNIT TEST

INFORMATION RESOURCES

Part One: Matching

1. Unabridged dictionary
2. Directory
3. City directory
4. Thesaurus
5. Classified section
6. Blue pages
7. White pages
8. Index to periodical literature
9. Encyclopedia
10. Almanac
11. Atlas
12. Dictionary
13. Abbreviated dictionary
14. Manual

a. Most often used to determine spelling, pronunciation, and definition of words, but it can be used to determine a variety of additional information
b. Lists telephone numbers and addresses of residents and businesses
c. A book of classified synonyms and antonyms that is useful to locate precise words
d. An alphabetical listing of names and addresses of people in a particular business or profession in a specific geographical area
e. Contains all words of a language, both current and obsolete
f. Lists businesses according to product or service
g. List of government agencies
h. Lists contents of published material
i. Contains essay articles arranged alphabetically about a number of significant subjects
j. Contains calendars and a wide range of facts relating to time and chronology
k. Contains tables, charts, and illustrations
l. Lists names, addresses, telephone numbers, and occupations of city residents
m. Contains rules or directions
n. Lists word information for quick reference

Part Two: Discussion

1. List the 10 kinds of information recorded for words listed in a standard dictionary.
2. List 10 supplementary sections found in most dictionaries.
3. Name two kinds of special dictionaries other than a thesaurus.
4. Name two kinds of directories other than a telephone directory or a city directory.
5. Write the following names as they would be recorded in the telephone directory and arrange them in the order they would be listed in Shreveport's local telephone directory.

   S. O. Smith
   Sam Smith
   S & H Marble Company
   SSS Sweet Shop
   77 Sunset Strip
   Saint's Haven
   Mayor's Office
   Governor's Office
   Post Office
   St. Jude Children's Hospital

Appendix I

UNIT TEXT ANSWER KEY

Part One:

1. e
2. d
3. l
4. c
5. f
6. g
7. b
8. h
9. i
10. j
11. k
12. a
13. n
14. m

Part Two:

1. Spelling
   Syllabication
   Pronunciation
   Definitions
   Synonyms/antonyms
   Word forms with affixes and plurals
   Capitalization
   Parts of speech
   Usage
   Etymology

2. Abbreviations and acronyms
   Foreign words and phrases
   Geographical names
   Biographical names
   Colleges and universities
   Signs and symbols
   Proofreaders' marks
   Handbook of style
   Chart of pronunciation symbols
   Explanatory notes
   Table of weights and measures
   Practical business mathematics

3. Unabridged dictionary
   Abbreviated dictionary

4. Zip code directory
   (Examples from directories in the school library)

5. a. Louisiana State of--Governor Office
   b. S H Marble Company
   c. S S S Sweet Shop
   d. Saint Jude Children Hospital
   e. Saints Haven
   f. Seventy-seven Sunset Strip
   g. Shreveport City of--Mayor's Office
   h. Smith, S O
   i. Smith, Sam
   j. United States Government--Post Office

SUPPLEMENTARY MATERIALS

Cassettes with Activity Book
English Modular Mini-Course
"Diction"
Educulture Publishers
1 Dubuque Plaza, Suite 150
Dubuque, IA 52001

Mini-Courses in Academic Skills
"Library Skills"
Educulture Publishers
1 Dubuque Plaza, Suite 150
Dubuque, IA 52001

Handbooks
The Gregg Reference Manual Guide
Greg/McGraw Hill Book Company
P.O. Box 996.
Norcross, GA 30091

The Reference Guide
Houghton Mifflin
13400 Midway Rd.
Dallas, TX 75234

RESOURCES

Burnett, Mary Joyce and Alta Dollar. Business English--A Communications Approach. Boston, Massachusetts: Allyn and Bacon, Inc., 1979.

Burtness, Paul S. and Alfred T. Clark, Jr. Effective English for Business Communication. 7th ed. Cincinnati, Ohio: South-Western Publishing Co., 1980.

Himstreet, William C., Gerald W. Maxwell, and Mary Jean Onorato. Business Communications. Belmont, California: Pitman Learning Inc., 1982.

Holmes, Ralph M. The Reference Guide--A Handbook for Office Personnel. Boston, Massachusetts: Houghton Mifflin Company, 1980.

Phillips, Bonnie D. Business Communication. Albany, New York: Delmar Publishers, Inc., 1983.

Stewart, Marie M., et al. Business English and Communication. 5th ed. New York, New York: McGraw-Hill Book Company, 1978.

UNIT VI

READING AND VOCABULARY

INTRODUCTION

A good vocabulary is a factor common among successful people. Reading skills are necessary for many jobs and are especially important for advancement to executive positions. Different situations call for different reading skills. Individuals who want to advance must possess a variety of reading skills in order to complete reading requirements efficiently and allow time for other responsibilities. Reading to comprehend is not always enough. Many times business responsibilities require reading beyond the information presented in written material in order to transfer or apply that information in new, but related, situations. Critical reading skills are very important in the business community. People need to be aware of language strategies that are used to promote or persuade and need to be able to detect fallacious argument or reasoning. The best examples of language strategies such as these can be found in advertising, propaganda, and political speeches or slogans. Proofreading is another reading skill that is important to all people responsible for creating or producing business reports or documents.

Students can become better readers if they are shown techniques required for business reading and are given appropriate reading material and assistance as they practice to develop these skills. A regular reading program is the best way to improve vocabulary. The newspaper is one of the reading sources emphasized in this unit. The value of reading the newspaper for business information cannot be underestimated. Other resources for reading material for this unit are the Business English textbook and Business English supplementary materials. The reading assignments in the textbook and in supplementary materials are designed to develop reading techniques as well as to teach content. This unit may appear to be disproportionately long; however, teachers using this guide will recognize that most of the reading objectives correspond to textbook and supplementary reading normally assigned in a Business English class.

COMPETENCIES

1. Select and apply the reading technique appropriate for the reading situation.

2. Locate facts quickly and efficiently in reading material by using textual clues such as tables of content, section headings, paragraph headings, and graphs.

3. Apply the skipping or scanning technique to locate information quickly.

4. Recognize main ideas and supporting details, cause and effect relationships, comparison and contrast relationships, and sequential rela-

tionships in reading materials.

5. Follow written instructions to complete a required task.
6. Relate information that was read to a subject of interest or to information previously gained, or apply information to the immediate setting in order to make the information relevant.
7. Infer the meaning of unknown words from context clues.
8. Generalize information from facts given in reading passages.
9. Detect fallacious reasoning in reading passages.
10. Recognize language strategies or propaganda techniques to influence decision making.
11. Proofread business documents.
12. Interpret and use standard proofreaders' marks.
13. Use precise words to express ideas in written and spoken communication.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Recognize the relationship between reading proficiency and job success.
2. Develop skills in various reading techniques: skipping, skimming, proofreading, and reading to comprehend and remember.
3. Improve ability to recognize the organizational structures in written material: main idea and supporting details, cause and effect relationships, comparison and contrast relationships, and sequential relationships.
4. Develop skills in reading for facts and recognizing ideas.
5. Develop skills in reading instructions and following procedures.
6. Recognize the importance of relating information to increase understanding and to aid retention.
7. Develop critical reading skills: inferring meaning of unknown words, reading to generalize, and reading to detect fallacious reasoning.
8. Recognize that advertisers use techniques to influence buying decisions.

9. Improve ability to interpret proofreaders' marks and use the marks as symbols to correct rough drafts.

10. Increase the use of word references to expand knowledge of words.

11. Improve writing and speaking vocabulary.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1.1 On a written test, students will describe four reasons for reading.

1.2 On a written test, students will demonstrate knowledge of various reading techniques and knowledge of when to apply them by describing skipping and scanning and by giving examples of reading assignments that require each technique.

1.3 In a reading exercise on applying the technique of skipping to infer meaning or to locate information in abbreviated sources, students will refer to the table of contents and headings to answer questions on information in the Business English textbook.

1.4 In a reading exercise on applying the technique of skimming to locate significant facts or phrases, students will skim material to locate facts or phrases in the Business English textbook.

1.5 In a reading exercise on interpreting graphs, students will demonstrate ability to read and interpret graphs by correctly answering questions about information in a line graph, a bar graph, and a circle graph.

1.6 On a written test, students will demonstrate knowledge of tips to improve proofreading skills by completing statements on proofreading.

1.7 On a written test, students will demonstrate the ability to interpret proofreaders' marks by matching each proofreader's mark to its identification.

1.8 In a writing assignment to explain the process for reading to comprehend and remember, students will describe the procedure and relate why it is effective.

2.1 On a written test, students will describe five techniques to increase reading speed.

3.1 In a writing assignment to explain how reading skills affect job success, students will identify the kinds of reading skills required in the business world and relate these skills to promotion or termination.

4.1 In a writing assignment to explain how information is made relevant, students will describe three conditions that make information pertinent and relate why.

5.1 On a written test, students will describe three ways to infer the meaning of unfamiliar words.

5.2 On a written test, students will name four types of contextual clues and write sentences that demonstrate examples of each.

5.3 In a reading exercise on inferring meaning of unfamiliar words, students will demonstrate ability to determine meaning of unfamiliar words by using contextual clues to infer meaning.

6.1 In vocabulary exercises selected from textbook or supplementary materials, students will demonstrate ability to determine meanings of unknown words by completing the following assignments: interpreting the meaning of word roots, interpreting the meaning of prefixes and suffixes, interpreting the meaning of components in compound words, distinguishing between commonly confused terms, interpreting the meaning of foreign terms used in business, and interpreting the meaning of abbreviations used in business

6.2 In vocabulary exercises on common business terms, students will demonstrate ability to determine meanings of common business terms by identifying meanings in the following situations: terms in unit discussions, terms from the Business English textbook, and terms from supplementary materials.

7.1 On a written test, students will demonstrate knowledge of types of fallacious reasoning by defining terms related to fallacious reasoning.

7.2 In a reading exercise on determining fallacious argument, students will demonstrate ability to evaluate reading selections for the following purposes: to identify author bias, to determine the authenticity of the source, to separate opinion from fact, to recognize inconsistent or faulty statements, to recognize selective use of information, to recognize illogical conclusions, and to recognize irrelevant argument.

8.1 On a written test, students will demonstrate knowledge of how advertising is effective by naming three characteristics of persuasive advertising.

9.1 In a writing assignment to explain the role of hidden feelings in advertising, students will discuss examples of hidden feelings and relate how advertisers take advantage of these hidden feelings to sell their product.

10.1 In an exercise to identify advertising methods, students will demonstrate ability to recognize advertising strategies by collecting examples of 10 advertising methods in newspapers and magazines.

11.1 In an exercise on reading for instructions, students will demonstrate ability to read and follow directions by completing an assignment from written directions.

12.1 In a reading exercise on recognizing ideas, students will demonstrate ability to identify ideas by reading selections and answering questions on the following: main ideas and supporting details, cause and effect relationships, comparison and contrast, and sequential relationships.

13.1 In a reading exercise on summarizing information in reading assignments, students will read facts and details and construct a well-organized summary.

14.1 In a reading exercise on making generalizations from reading assignments, students will read facts and details and formulate a statement of the general concept.

METHODOLOGY

Use information from the unit outline and other available resources to introduce the topical content of reading and vocabulary. Materials in the appendix provide resources to practice specific reading and vocabulary skills. Continue throughout the year to structure students' reading assignments in the textbook and supplementary materials so that students practice reading for a variety of purposes, such as reading for ideas, reading to summarize, and reading to generalize. Appendix A is a sample exercise to demonstrate how textbook reading assignments can be structured to emphasize reading technique as well as content. Frequently require students to read and follow instructions to complete class assignments without assistance. Suggest the reading technique best suited for each assignment and emphasize that purpose determines the reading technique. Structure the introduction of lessons so that students must use the skipping technique to get an overview of the chapters in their Business English textbook. Include guided reading that requires students to scan to locate specific information in the textbook. Constantly point out context clues and analyze unfamiliar words. Guide students in using techniques to make information pertinent by pointing out information that is central to understanding the topic, by applying information to the setting, and by relating present information in the Business English class to previous information. Keep the examples of advertising methods collected by the students for this unit and return the examples to the students for presentation in an oral report in Unit IX.

SUGGESTED APPROACHES

1. Guide students in relating critical reading skills to critical listening skills.

2. Collect road maps, city maps, charts, and graphs for students to read and interpret by answering questions about directions, routes, distance, and scale.

3. Prepare students to read newspapers by explaining the arrangement and content of a newspaper. Point out that news story headlines have two purposes: to attract attention and to give enough information so that hurried readers may obtain the news at a glance. The first paragraph is called the lead, and it usually answers six questions: Who? What? When? Where? Why? How? Additional paragraphs simply add details the story.

4. Guide students in identifying the organizing relationships, such as main idea/supporting details, comparison/contrast, or sequential/temporal structure of the selected readings. Explain that main heading and subheading may express the main idea in a selection. Point out key words, commas, dashes, and parentheses that identify definitions, examples, and enumerations. Also point out cues to contrasting ideas and cues to sequential relationships.

5. Collect copies of business magazines, equipment manuals, and the Readers Digest as reading resources for reading to summarize, reading to locate main idea and details, and reading to follow instructions.

6. Collect examples of good and bad instructions to evaluate for clarity and completeness.

7. Introduce reading to generalize by pointing out that grouping items into categories is a simple form of generalization. Scramble the following groups of words before writing them on the board for students to regroup into three categories. Do not identify the categorical headings before questioning the students on the generalizations they made about the words.

Annoy/Anger	Separation/Division	Humor/Joking
aggravate	break	teasing
bother	split	kidding
irritate	schism	sarcasm
irk	rent	fooling
peeve	rift	wittiness
provoke	divorce	clowning
rile	estrangement	prank
enrage	alienation	jesting

8. Help students develop the ability to generalize by providing many experiences using facts, procedures, or concepts to be generalized. For example, collect various reference resources for documenting a business report. After the class has examined the references, lead a

class discussion on comparing the authorities and determining the simplest method to document a business report. Students could use the method they select to document the research assignment they will complete in Unit IX.

9. Collect various reference resources, such as secretarial handbooks or secretarial textbooks, to determine placement of optional parts of a business letter. After the class has examined the references for inconsistencies, lead the class in a discussion relating that there are usually several acceptable methods for recording business documents. Point out that new employees should use the method already established in an office.

10. Locate supplementary materials for critical reading skills, such as identifying inaccuracies or inconsistent facts. Students could benefit from practice in identifying illogical conclusions. Educulture's Mini-Courses in Rhetoric and Critical Thinking are good sources of materials on logic and reasoning. Individual modules may be purchased separately.

11. Evaluate the authenticity of source by asking the following questions:
    Who is the author?
    What are the writer's qualifications?
    Has the author had other works published?
    What are the writer's affiliations?
    Could the author have anything to gain?
    Is there evidence of bias?
    Are there facts supporting the bias?
    What is the reaction of experts to the works of the author?

UNIT OUTLINE

READING IN BUSINESS

I. Purposes and techniques of reading

    A. Reading for pleasure--rapid, noncritical reading is used when reading for pleasure
    B. Reading for specific information
        1. Skipping--reading for an overview by rapidly moving eyes over large blocks of material and noting chapter headings, paragraph headings, graphs, and other special features
        2. Skimming/Scanning--reading for facts by rapidly moving eyes through paragraphs, stopping to read only significant facts or phrases
    C. Reading to comprehend and remember using several reading skills
        1. Scanning the materials by looking at the headings and visual aids
        2. Relating the facts read to the headings

        3. Determining the basic ideas
        4. Recording notes or outline the basic ideas
        5. Using visualization to aid retention
        6. Reviewing information recorded
    D. Reading for copying and checking
        1. Proofreading techniques
        2. Proofreader's marks

II. Increasing reading speed

    A. Reading in thought words
    B. Keeping eyes moving from left to right
    C. Keeping lips and tongue motionless
    D. Reading only word beginnings
    E. Building vocabulary
    F. Practicing constantly

III. Reading and job success

IV. Making information relevant

    A. Relating to information previously gained
    B. Applying to immediate setting
    C. Using to understand subject or topic of interest

V. Inferring meaning of unfamiliar words

    A. Using contextual clues
        1. Experience
        2. Synonym
        3. Association
        4. Previous contact
    B. Using structure of words
    C. Using standard reference materials

VI. Vocabulary

    A. Analyzing structure of words
    B. Identifying common business terms

VII. Reading to detect fallacious reasoning

    A. Author bias--a strong expression of opinion that colors or slants without objectivity
    B. Authenticity of source--the evaluation of the credibility, reliability, believability of the material
    C. Facts or opinions--facts: true verifiable statements; opinions: judgments that cannot be verified
    D. Inconsistent facts--statements that contradict information already known
    E. Illogical conclusions--results of faulty logic, such as failure to use deductive or inductive reasoning

- F. *Selective use of information--presenting only the facts or figures that support a desired conclusion even though other information is available that would contradict that conclusion*
- G. *Irrelevant argument--attacking a person's character instead of what the person is saying; appealing to respect for an authority, person, or thing; or appealing to popular sentiment or prejudice through use of symbols or loaded words*

VIII. *Characteristics of persuasive advertising*

- A. *Catches attention*
- B. *Establishes a need*
- C. *Provides a means to satisfy need*

IX. *Hidden feelings in advertising*

X. *Advertising techniques*

XI. *Reading for instructions*

XII. *Reading for ideas*

- A. *Identifying main idea and supporting details*
- B. *Identifying cause and effect relationships*
- C. *Identifying comparison and contrast*
- D. *Identifying sequential relationships*

XII. *Reading to summarize*

XIII. *Reading to generalize*

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1.1 On a written test, students will describe four reasons for reading.

Subject Matter Content	*Learning Activities*
Reasons for Reading	*1. Discussing reasons for reading, noting that the purpose determines the reading technique and recording information in a notebook* *2. Recalling reasons for reading for a unit test*

1.2 *On a written test, students will demonstrate knowledge of various reading techniques and knowledge of when to apply them by describing skipping and scanning and by giving examples of reading assignments that require each technique.*

Subject Matter Content	*Learning Activities*
Reading Techniques	1. *Discussing the techniques of skipping and scanning and recording information in a notebook*
	2. *Discussing examples of reading situations in which skipping or scanning would be used in the classroom and on the job*
	3. *Describing the meanings of skipping and scanning and giving examples of reading assignments that require each technique for a unit test*

1.3 *In a reading exercise on applying the technique of skipping to infer meaning or to locate information in abbreviated sources. students will refer to the table of contents and headings to answer questions on information in the Business English textbook.*

Subject Matter Content	*Learning Activities*
Skipping	1. *Applying the skipping technique while using the table of contents of the Business English textbook to locate information identified by the teacher (Appendix A)*
	2. *Applying the skipping technique while reading headings in the Business English textbook to comprehend content or general concepts in the reading assignment selected by the teacher (Appendix A)*

	1. Applying the skipping technique to locate information in a manuscript by quickly referring to a newspaper index

1.4 In a reading exercise on applying the technique of skimming to locate significant facts or phrases, students will skim material to locate facts or phrases in the Business English textbook.

Subject Matter Content	Learning Activities
Skimming	1. Applying the skimming technique to locate in the Business English textbook facts or phrases identified by the teacher (Appendix A)
	2. Continuing to apply the skimming technique while reading the Business English textbook and supplementary materials to locate facts or phrases identified by the teacher

1.5 In a reading exercise on interpreting graphs, students will demonstrate ability to read and interpret graphs by correctly answering questions about information in a line graph, a bar graph, and a circle graph.

Subject Matter Content	Learning Activities
Reading Graphs	1. Examining and discussing types of graphs (Appendix B)
	2. Reading graphs and answering questions assigned by the teacher
	3. Creating graphs to represent data in writing assignments

1.6 On a written test, students will demonstrate knowledge of tips to improve proofreading skills by completing statements on proofreading.

Subject Matter Content	Learning Activities
Proofreading Tips	1. Relating the effect of uncorrected errors in business documents on company first impression
	2. Discussing tips for proofreading, and noting that the technique is determined by the type of material being checked and the standard for the final copy (Appendix C)
	3. Completing statements on proofreading tips for a unit test

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1.7 On a written test, students will demonstrate the ability to interpret proofreaders' marks by matching each mark to its identification.

Subject Matter Content	Learning Activities
Proofreaders' Marks	1. Examining a list of proofreaders' marks (Appendix D)
	2. Using proofreaders' marks to indicate corrections on roughdrafts from supplementary material
	3. Interpreting proofreaders' marks to prepare final copy from a rough draft
	4. Using proofreaders' marks to indicate corrections on personal rough drafts of essays or reports to be turned in for credit
	5. Matching each mark to its identification for a unit test

1.8 In a writing assignment to explain the process for reading to comprehend and remember, students will describe the procedure and relate why it is effective.

Subject Matter Content	*Learning Activities*
Reading to Comprehend and Remember	*1. Discussing the process for reading to comprehend and remember, relating that the process is active reading, and recording information in a notebook* *2. Completing the writing assignment explaining the process for reading to comprehend and remember*

2.1 On a written test, students will describe five techniques to increase reading speed.

Subject Matter Content	*Learning Activities*
Increase Reading Speed	*1. Discussing five techniques to increase reading speed and recording information in a notebook* *2. Describing five techniques to increase reading speed for a unit test*

3.1 In a writing assignment to explain how reading skills affect job success, students will identify the kinds of reading skills required in the business world and relate these skills to promotion or termination.

Subject Matter Content	*Learning Activities*
Reading and Job Success	*1. Identifying kinds of reading materials frequently read in the business world, such as*

letters and reports, legal documents, reference books, professional publications, and newspapers

2. Discussing the kinds of reading skills required in the business world and relating these skills to promotion and termination
3. Completing the writing assignment explaining how reading skills affect job success

---

4.1 In a writing assignment to explain how information is made relevant, students will describe three conditions that make information pertinent and relate why.

Subject Matter Content	Learning Activities
Relevant Information	1. Discussing conditions that make information relevant and recording information in a notebook 2. Completing the writing assignment explaining how information is made pertinent

---

5.1 On a written test, students will describe three ways to infer the meaning of unfamiliar words.

Subject Matter Content	Learning Activities
Inferring Meaning of Unfamiliar Words	1. Discussing ways to infer meaning of unfamiliar words and recording information in a notebook 2. Examining sample sentences in which meaning of an unfamiliar word can be inferred by context clues or structure of the word

Subject Matter Content	Learning Activities
	3. Describing ways to infer meaning of words for a unit test

---

5.2 On a written test, students will name four types of contextual clues and write sentences that demonstrate examples of each.

Subject Matter Content	Learning Activities
Contextual Clues	1. Discussing four types of contextual clues and recording information in a notebook 2. Reading Appendix G and discussing meanings of the four types of contextual clues 3. Relating that Appendix G is an example of information that is relevant because it is immediately applicable 4. Naming types of contextual clues and demonstrating them for a unit test

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5.3 In a reading exercise on inferring meaning of unfamiliar words, students will demonstrate ability to determine meaning of unfamiliar words by using contextual clues to infer meaning.

Subject Matter Content	Learning Activities
Using Contextual Clues	1. Reading textbook and supplementary materials and discussing how to use contextual clues to infer the meaning of unfamiliar words 2. Completing reading exercises from supplementary materials to infer meaning of unfamiliar words by using contextual clues

---

6.1 In vocabulary exercises selected from textbook or supplementary materials, students will demonstrate ability to determine meanings of unknown words by completing the following assignments: interpreting the meaning of word roots, interpreting the meaning of prefixes and suffixes, interpreting the meaning of components in compound words, distinguishing between commonly confused terms, interpreting the meaning of foreign terms used in business, and interpreting the meaning of abbreviations used in business.

Subject Matter Content	Learning Activities
Structure of Words	1. Completing textbook and supplementary vocabulary exercises for inferring meaning of words by analyzing the structure of words
	2. Relating that regular reading and systematically learning new words are ways of improving vocabulary

---

6.2 In vocabulary exercises on common business terms, students will demonstrate ability to determine meanings of common business terms by identifying meanings in the following situations: terms in unit discussions, terms from the Business English textbook, and terms from supplementary materials.

Subject Matter Content	Learning Activities
Common Business Terms	1. Relating how reading can help improve a person's vocabulary
	2. Recalling definitions of common business terms for vocabulary exercises

---

7.1 On a written test, students will demonstrate knowledge of types of fallacious reasoning by defining terms related to fallacious reasoning.

Subject Matter Content	Learning Activities

Fallacious Reasoning	1. Discussing the meaning of terms lated to fallacious reasoning and recording definitions in a notebook 2. Recalling definitions of terms related to fallacious reasoning for a unit test

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7.2 In a reading exercise on determining fallacious argument, students will demonstrate ability to evaluate reading selections for the following purposes: to identify author bias, to determine the authenticity of the source, to separate opinion from fact, to recognize inconsistent or faulty statements, to recognize selective use of information, to recognize illogical conclusions, and to recognize irrelevant argument.

Subject Matter Content	Learning Activities
Author Bias	1. Discussing questions to consider when evaluating author bias (Appendix H) 2. Examining and discussing examples of author bias as seen in titles, headings, and pictures 3. Pointing out loaded words, emotionally charged words with shades of meaning that excite emotions and block clear thinking 4. Distinguishing between open and hidden bias 5. Evaluating author bias in materials slected by the teacher
Authenticity of Source	6. Discussing questions to consider when evaluating a source for authenticity 7. Evaluating authenticity of a source of materials selected by the teacher
Fact and Opinion	8. Discussing differences between a fact and an opinion

	9. Completing exercise on distinguishing facts from opinions (Appendix H)
Inconsistent Facts Inaccurate Statements	10. Discussing examples of inconsistent facts and inaccurate statements
	11. Identifying inconsistent facts or inaccurate statements in materials selected by the teacher
Illogical Conclusions	12. Discussing types of illogical conclusions
	13. Identifying illogical conclusions in material selected by the teacher
Selective Use of Information	14. Discussing the meaning of selective use of information
	15. Completing an exercise on identifying selective use of information (Appendix I)
Irrelevant Argument	16. Discussing the meaning of irrelevant argument
	17. Identifying irrelevant argument in materials selected by the teacher
	18. Bringing to class editorials and letters to the editor from the local newspapers to evaluate for author bias, authenticity of source, opinions rather than fact, illogical conclusions, and selective use of information.

8.1 On a written test, students will demonstrate knowledge of how advertising is effective by naming three characteristics of persuasive advertising.

Subject Matter Content	Learning Activities

Persuasive Advertising	1. Discussing the purpose of advertising, identifying features found in persuasive advertising, and recording information in a notebook 2. Recalling characteristics of persuasive advertising for a unit test

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9.1 In a writing assignment to explain the role of hidden feelings in advertising, students will discuss examples of hidden feelings and relate how advertisers take advantage of these hidden feelings to sell their product.

Subject Matter Content	Learning Activities
Hidden Feelings in Advertising	1. Reading and noting that Appendix J is an example of information that is relevant because it is central to understanding the current topic 2. Completing the writing assignment explaining the role of hidden feelings in advertising

---

10.1 In an exercise to identify advertising methods, students will demonstrate ability to recognize advertising strategies by collecting examples of 10 advertising methods in newspapers and magazines.

Subject Matter Content	Learning Activities
Advertising Methods	1. Reading and discussing Appendix K 2. Examining samples of advertising and determining predominant methods used in newspaper, magazine, and TV advertising 3. Collecting from TV, newspapers, magazines, etc. examples of advertising methods to be explained in an oral report assigned in Unit IX.

11.1 In an exercise on reading for instructions, students will demonstrate ability to read and follow directions by completing an assignment from written directions.

Subject Matter Content	Learning Activities
Reading for Instructions	1. Discussing characteristics of good instructions: What--specific/clear How--procedural/sequential When--completion time 2. Examining samples of complete and incomplete instructions 3. Reading instructions and completing a task for an assignment selected by the teacher

12.1 In a reading exercise on recognizing ideas, students will demonstrate ability to identify ideas by reading selections and answering questions on the following: main ideas and supporting details, cause and effect relationships, comparison and contrast, and sequential relationships.

Subject Matter Content	Learning Activities
Reading for Ideas	1. Discussing techniques for identifying ideas 2. Examining written materials to identify structure, key words, and cues to the relationship of ideas 3. Identifying ideas in supplementary materials selected by the teacher

13.1 In a reading exercise on summarizing information in reading assignments, students will read facts and details and construct a well-organized summary.

Subject Matter Content	Learning Activities
Reading to Summarize	Summarizing textbook and supplementary reading assignments for practice and evaluation

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14.1 In a reading exercise on making generalizations from reading assignments, students will read facts and details and formulate a statement of the general concept.

Subject Matter Content	Learning Activities
Reading to Generalize	1. Recognizing that categorizing is a simple form of making generalizations 2. Reading a list of words and making generalizations by categorizing the words (See Suggested Approaches.) 3. Reading textbook or supplementary reading materials and identifying general concepts by noting key words or cues used to form the generalization 4. Discussing the structure of reading passages and identifying key words or cues to the relationship of the ideas 5. Formulating statements of the general concepts in materials selected by the teacher

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Completing reading exercises with 75 percent accuracy,

Completing vocabulary exercises with 75 percent accuracy,

Demonstrating ability to apply reading techniques specified by the teacher,

Completing writing assignments with the following: ideas and concepts developed and supported; organizational and transitional elements applied; and rules of the mechanics of writing, grammar, and usage applied,

Demonstrating resourcefulness in locating information,

Demonstrating improved enunciation skills in oral drills and class discussions,

Demonstrating ability to listen and comprehend,

Demonstrating ability to record outline notes that provide accurate and complete information needed for future use,

Demonstrating awareness of concepts related to the psychology of communication, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbook and supplementary materials selected by the teacher

Appendix A

APPLYING READING TECHNIQUES

The following is an example exercise to demonstrate to teachers how they might structure textbook reading assignments in their Business English textbook in order to emphasize reading techniques as well as reading comprehension. This sample exercise is based on Chapter 2, "The Art of Reading" in Business English and Communication, fifth edition, published by Gregg/McGraw Hill. Teachers who do not use the Gregg text in their classroom may wish to examine a copy of this text to clarify this activity.

Inferring Meaning from a Table of Contents. Instruct students that they can locate answers to questions by using the **skipping technique** to search for information in the table of contents. When the signal is given to begin, the students should open their Business English textbooks to the table of contents and skip through the information for the answers. Call time and instruct students to close their books and record the answers on paper. The sample question for which the students might infer an answer from the table of contents in the Gregg Business English textbook is the following:

1. Why is reading important?

Inferring Meaning from Section and Paragraph Headings. Instruct students that they can locate answers to questions by using the **skipping technique** to search for information in section and paragraph headings. When the signal is given to begin, the students should open their Business English textbooks to a specific page and skip through the headings for the answer. Call time and instruct students to close their books and record the answers on paper. The sample questions for which students might infer an answer from section and paragraph headings on pages 25 and 26 in the Gregg Business English textbook are the following:

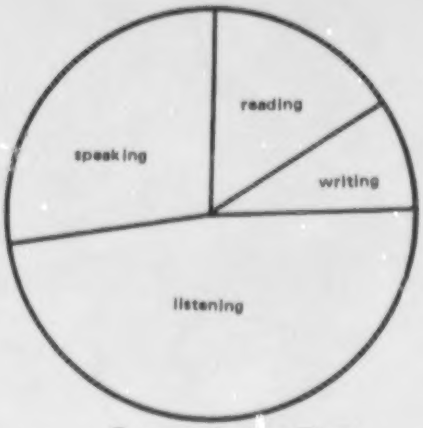
2. Who must read on the job?
3. What are some purposes for reading?
4. How can reading speed be increased?
5. How can understanding or reading comprehension be increased?

Reading to Locate Facts and Phrases. Instruct students that they can locate facts and phrases to answer questions by using the **scanning technique** to search for information. When the signal is given to begin, the students should open their Business English textbooks to a specific page and scan through the information for the facts or phrases. Call time and instruct students to close their books and record their answers on paper. The sample questions for which the students could locate facts and phrases on page 31 in the Gregg Business English textbook are the following:

6. How many eye pauses are recommended for a newspaper column?
7. How many eye pauses are recommended for a book width line?
8. What are two advantages for reading in thought units?

Appendix B

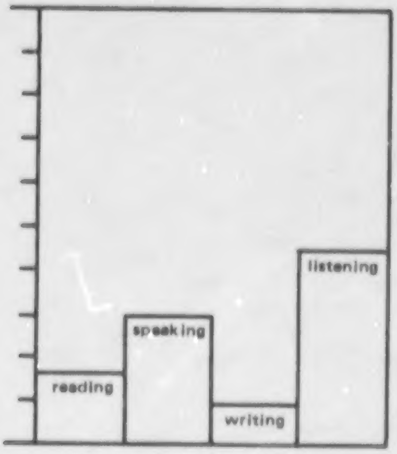
READING GRAPHS



Communication Time

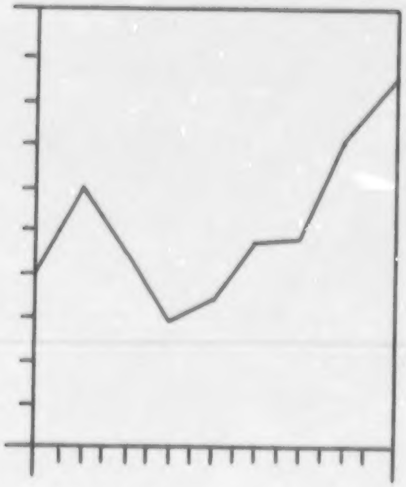
CIRCLE GRAPH

BAR GRAPH



Communication Time

LINE GRAPH



Line graphs are best suited to display data that changes upward or downward.

Appendix C

PROOFREADING TIPS

The proofreading techniques used will be determined by the typing assignment.

Proofreading Procedure

1. Proofread typewritten copy **before** removing it from the typewriter.
2. Proofread at a speed that is notably reduced from regular reading rate.
3. Break the copy into components and proofread the material in steps--headings, body, punctuation, etc.
4. Read the copy slowly at least once for mechanical errors in spelling, punctuation, grammar, capitalization, word division, and typing.
5. Read the copy once for content.
6. Ask another person to proofread the copy, especially if it contains technical information or if it is a legal document.
7. Proofread tomorrow what was typed today.

Proofreading Techniques

8. When the document is still in the typewriter, use the paper bail to focus on the line being read.
9. When the document being proofread has already been removed from the typewriter, use a ruler or the edge of a card to focus on the line being proofed.
10. Read each line backwards, from right to left, when proofreading for mechanical errors.
11. Mentally pronounce each syllable of long words.
12. Read the body of a document sentence by sentence.
13. Read across and down for documents with columns of statistics.
14. Count the number of entries in the columns.
15. Use the team method (TM) if the copy is lengthy or complicated.
16. Use the comparative method (CM) when proofreading technical copy or statistical tables.
17. Scan page numbers for omitted pages or pages out of sequence.

Proofreading Checklist (Don't overlook the following.)

18. Check date, name, and address lines.
19. Check the beginnings and endings of lines for duplicated words or parts of words.
20. Check to see that page references are correct.
21. Check for incorrect use of often confused words.
22. Check the accuracy of all extensions, calculations, and totals of numbers.

Appendix D

PROOFREADERS' MARKS

SYMBOLS	MEANING	EXAMPLE
#	Add a space	Yesterday$\overset{\#}{\wedge}$It rained.
≡	Capitalize	$\underset{\equiv}{c}$ome home early.
] [	Center on typing line	]In the beginning[
/	Cross out misstroke and write correct letter above it	yester$\overset{d}{\cancel{k}}$ay
⁀	Close up horizontal space	Golfing i⁀s expensive.
ss<	Close up to single space	John said hello, ss< and he hopes to see you soon.
—	Cross out and write with indicated correction	They are ~~Their~~ leaving Monday.
ℓ	Delete	You know~~s~~ best.
DS>	Double space	Dear Mrs. Randolph: DS> Thank you for the . . .
stet or	Ignore correction	stet We ~~need~~ more ~~help~~.
5]	Indent five spaces	5]You need to know.
[	Indent or move left	[Handle that later.
]	Indent or move right	]Handle that later.
∧	Insert	Th$\overset{i}{\wedge}$s copy is correct.
!/	Insert exclamation point	Wow!/ What a party.
=/ or $\overset{=}{\wedge}$	Insert hyphen	The fight ended with a knock$\underset{\wedge}{-}$out.
⊙	Insert period	David R⊙ Jones
$\underset{,}{\wedge}$ $\wedge$ $\underset{;}{\wedge}$ $\overset{'}{\vee}$ $\overset{''}{\vee}$	Insert punctuation mark	John left$\underset{,}{\wedge}$ I don't know why.

(Appendix D continued)

?/	Insert question mark	Did David call?/
lc or /	Lower case	We ~~H~~ave 19 people.
⌐ ⌙	Move copy in direction of bracket	Rewrite ⌈It.⌉
¶	New paragraph	Post the mail. ¶ Then begin the day's responsibilities.
No ¶	No new paragraph	We knew you would be here No ¶ However there was some concern about your coming.
⬭	Spell out word or number	Give ⑨ cards.
∽	Transpose	Now is the time.
TS>	Triple space	1. The meeting ended . . . TS> 2. The chairman said . . .
——	Underscore	Hello.
?	Verify accuracy	We made 20 copies. ?

Appendix E

INTERPRETING PROOFREADERS' MARKS

Interpret the rough draft with proofreaders' marks in column A and match each item with the meaning of the proofreading symbol in column B.

A

_____ 1. John Q⊙Public

_____ 2. Dear Mrs. Jones:
DS We were delighted to...

_____ 3. Come home#now.

_____ 4. We bought ~~twelve~~ 12.

_____ 5. Never⁀the⁀less

_____ 6. The company will cover damages.
No ¶ You may count on that.

_____ 7. Give this another proofing.

_____ 8. Yo$\overset{u}{\wedge}$r copy is incorrect.

_____ 9. Never let the day pass
SS without apologizing.

_____ 10. To quickly rewrite is unsound.

_____ 11. [Realign your columns.

_____ 12.]Move that sentence.

_____ 13.]Establish a margin.[

_____ 14. Transcribe ~~t~~wo ~~t~~apes

_____ 15. The room holds 72 chairs.?

_____ 16. move that sentence.

_____ 17. Do you know that?/ I do.

_____ 18. ⌊Proofreading⌋
is required.

B

A. Add double space
B. Add triple space
C. Capitalize
D. Center on typing line
E. Change copy as indicated
F. Close up horizontal space
G. Close up to single space
H. Cross out word; write as figure
I. Cross out misstroke; write correct letter above
J. Delete copy
K. Indent left; move left
L. Indent five spaces
M. Insert copy
N. Insert exclamation point
O. Insert hyphen
P. Insert period
Q. Insert punctuation mark
R. Insert question mark
S. Add space
T. Ignore correction
U. Lower case
V. Move copy in direction of bracket
W. Move down lower
X. No paragraph
Y. Spell out word or number
Z. Transpose
AA. Underscore
BB. Verify accuracy

Stet

_____19. ~~Never~~ use abbreviations in themes.

_____20. Jack-in-the-box

_____21. 3rd pd.

!

_____22. Wow~~;~~ What a game.

i

_____23. determ~~e~~ned

_____24. We saw him he disappeared.

_____25.

The beginning of trouble.

_____26. You ~~don't~~ never

You are

_____27. ~~Your~~ in need of help.

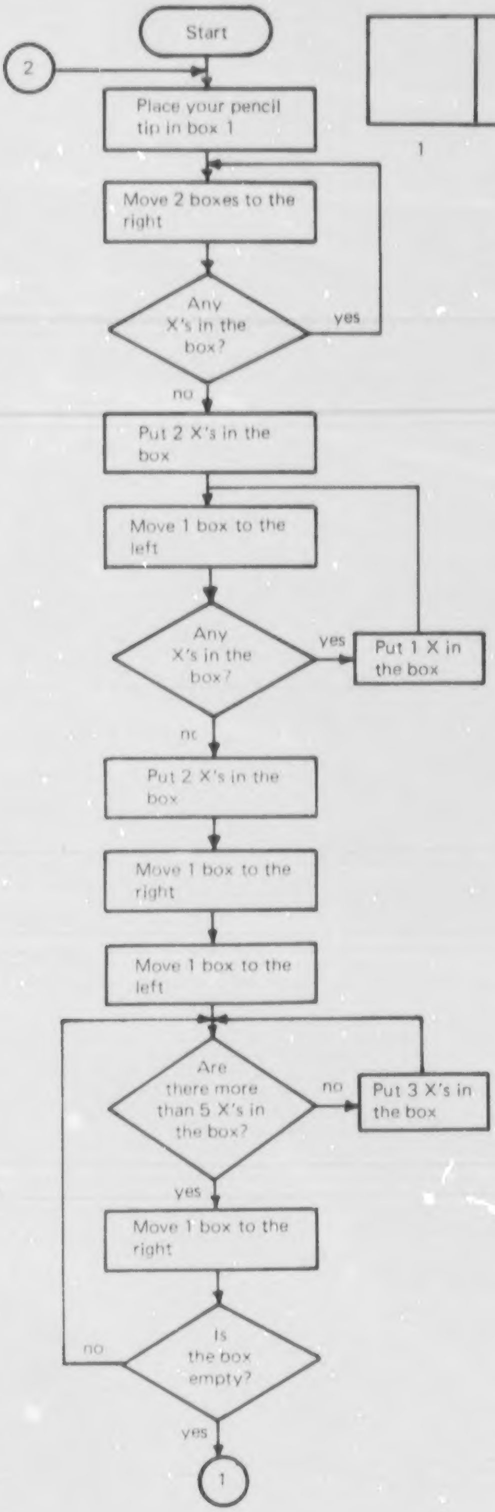
_____28. 1. The story seems strange.
TS 2. The author is unusual.

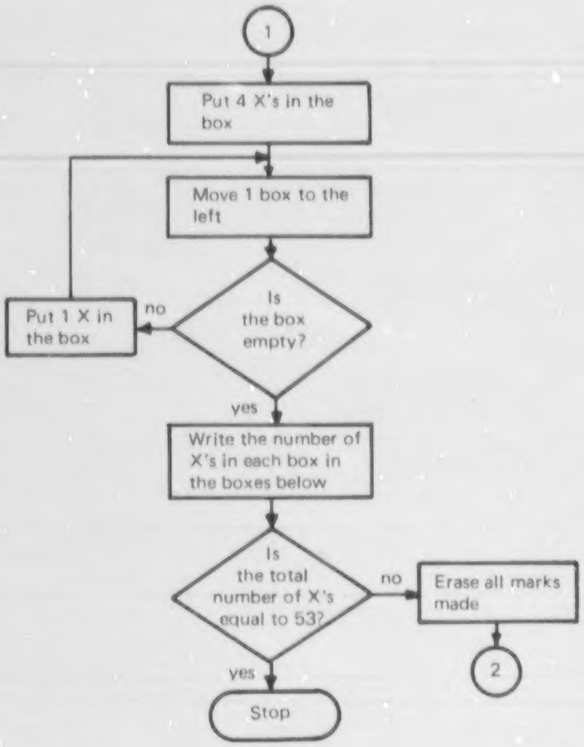
Appendix F

READING AND FOLLOWING INSTRUCTIONS

DIRECTIONS: Follow the directions given in the flowchart below.

		XXX	X	XX	XXXXX		
1	2	3	4	5	6	7	8





RESULTS

1	2	3	4	5	6	7	8

Appendix G

CONTEXT CLUES

Using context clues. Few readers know all the words they encounter in written material. However, by relating unknown words to contextual clues, you can gain valuable hints about their meanings. There are five kinds of contextual clues a reader can use.

The first is **the experience clue**. For example, experience with the situation described can help an ornamental horticulture student comprehend a new word such as rootball in the sentence, "Then, untie the burlap from around the rootball."

The second is **the comparison or contrast clue**. For example, a word or phrase that describes the opposite of the unknown word could be used by a child-care and guidance student to understand the word tractable in this sentence. "The children were more tractable than anticipated, in fact only Pat was at all stubborn."

The third is **the synonym clue**. For example, recognizing one word whose meaning is very much like another's could help a drafting student understand the term straightedge in this sentence, "Using a straightedge, or an unlined ruler, and a compass, lay out a 40^0 angle."

The fourth is **the summary clue**. For example, by looking at the other words used to expand on, or clarify, the word in question a secretarial student would be aided in understanding the word illegible in this sentence, "It is very hard to type from an illegible letter where there are smudged, crossed out, and ill-formed words."

The fifth is **the association clue**. For example, seeing that one word is a subcategory of another could help an occupational home economics student understand the word poaching in this sentence, "Poaching is a form of boiling where things are cooked in water that bubbles only slightly."

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Appendix H

DISTINGUISHING FACT FROM OPINION

Facts are often confused with opinions and guesses. Many statements that seem like facts are not really facts at all. Determine which sentence in each of the following pairs of sentences is more factual than the other? Label one sentence factual (F) and the other sentence opinion (O).

1.a) There are three very intelligent girls in this class.
1.b) Three girls in this class scored 27 on the ACT.

2.a) The man is a notorious gangster who has never been sent to jail.
2.b) The man has been the subject of many federal investigations, but he has never been convicted of a crime.

3.a) There were dark clouds in the sky on a misty, foggy day.
3.b) The weather was dreary.

4.a) Mr. Harrison caused the collision by stopping too suddenly.
4.b) The police report stated that the collision occurred when Mr. Harrison stopped suddenly.

5.a) The concert was undoubtedly a success.
5.b) At the end of the concert, the audience gave the performers a standing ovation.

6.a) The gusts of wind measured up to 60 m.p.h. today.
6.b) Today was the windiest day we have ever had.

7.a) Our new compact car is the best gas saver on the road.
7.b) Our new compact car gets 57 miles to the gallon on the highway and 52 miles to the gallon in the city.

8.a) The man who heard the alarm saw three teen-age boys running away.
8.b) The break-in was made by three teen-age boys.

9.a) Jane Smith has won three beauty contests.
9.b) Jane Smith is a beautiful girl.

10.a) The Edsel was one of Ford Motor Company's biggest mistakes.
10.b) Production of Edsel automobiles was discontinued since the consumers failed to buy them.

Appendix I

IDENTIFYING SELECTIVE USE OF INFORMATION

The Whole Truth

Advertisers often point out the superiority of their product by introducing facts and figures. Government regulations give the consumer confidence that advertising claims are truthful. The facts and figures in advertising are truthful in as much as they say; however, the statements may not tell the "whole truth." Many TV commercials have made claims like the following. "Remember, (product name) is made only by (company)." The statement is true, but the commercial does not tell the "whole truth." Other companies make an identical product. The ingredients and performance of the competitive products are the same. The products simply have different names.

A well-known headache remedy advertises that it contains "the pain-relieving ingredient doctors recommend most." What is that ingredient? Why don't the ads name the ingredient? What is the hidden truth?

An advertisement for a well-known toothpaste states that by avoiding snacks between meals and brushing regularly with (brand) toothpaste, the consumer can decrease cavities. What has the ad avoided saying that hides part of the whole truth?

Examine other advertising to identify selective use of information.

Advertisers are not the only people who are skilled in the use of selective information. Politicians often cunningly select and publicize only the information that makes themselves look good and their opponents look bad. Sometimes the "whole truth" could have created a positive image rather than a negative image, or the "whole truth" could have created a negative image rather than a positive one. All people use the technique of selective information at one time or another to make something or someone appear better or worse. Even young children cleverly rid themselves of fault or blame with selective use of information.

Discuss current or recent political advertising and identify selective use of information. Describe situations in which children use selective information to make something better.

Appendix J

HIDDEN FEELINGS IN ADVERTISING

Advertising makes a person feel as well as think. Many people do not realize that ads work on hidden feelings and that the purchase of some products is often motivated because of hidden desires, dislikes, or fears.

Advertisers are experts in the study of hidden fears. For example, a few years ago a group of women were asked why they used cake mixes instead of making cakes using their own flour, sugar, and eggs. The women replied that they used cake mixes because the mixes saved them time. This advantage was what the ads were emphasizing, and the women at first thought they were telling the truth. But further questions revealed that saving time was not the real reason most women used cake mixes. The women purchased cake mixes because of a hidden fear, the fear of failure. The woman were not sure of their ability to bake from scratch, while they had confidence that a cake from a mix would be light and moist.

This information was valuable to the advertisers of cake mixes. They stopped emphasizing the time their mixes saved. Instead, they showed scenes of happy young housewives serving "perfect" cakes.

Advertisers have also studied our hidden desires and dislikes. For instance, they know how people really feel about brushing their teeth. If asked why they brush their teeth, most people will respond with one of three answers: (1) to prevent cavities, (2) to make teeth white, and (3) to avoid bad breath. These ideas are often mentioned in ads for toothpaste. However, toothpaste advertisers have discovered that most people like the clean fresh feeling they experience when they brush early in the morning. To encourage people to associate their brand of toothpaste with this pleasant feeling, advertisers choose names for the toothpastes and prepare ads that emphasize the pleasure of brushing, not the consequences of failure to brush.

Discuss the names advertisers have chosen for toothpaste that connote a sense of freshness.

Appendix K

ADVERTISING METHODS

Advertising copywriters know how to use words that manipulate consumers and get them to buy something they have never heard of before. Different people buy things for different reasons. Advertisers use different methods to create favorable attitudes toward their product in order to persuade people to buy. Here are 10 common methods used to persuade buyers.

1. Word magic. What's in a name? In advertising there is a great deal in a name! Here is how word magic works in advertising. First advertisers give the product a name with built-in appeal. For instance, a soap called "Zest" is much more appealing than a soap called "Suds." Advertising research has shown that products with names created with three to five letters are the most appealing. Coca Cola Company carefully researched before choosing Tab for the name of their diet cola. A few years ago new cars were given wild animal names that carried feelings of power and beauty--Jaguar, Mustang, and Firebird. Today's cars have catchy, futuristic names like Z-28, 280-ZX, and Pulsar. To the consumer, the auto with a powerful name is powerful; the car with the futuristic name is the car of the future. In addition, competitive products are made to sound not nearly so good as the one being advertised. Who would want to buy an "old-fashioned powder cleanser," a "weak liquid detergent," or just "plain aspirin" when they can get a product that is "new" or "improved" or "powerful and quick acting."

2. Transfer. Advertisers use the transfer technique very effectively. When the buyer looks at an ad, he often transfers his feelings about the setting and everything surrounding the product in the advertisement to the product itself. For instance, a cigarette ad may show a handsome couple having a good time in an inviting setting near a stream and waterfall. The consumer has good feelings about all of these things and he can't help transferring his feelings to the cigarette itself. When an ad for a gourmet brand of instant coffee shows an elegant lady having a wonderful evening while sitting in front of a warm fire and serving her favorite coffee, the housewife wants an evening like that too. She may not have the fireplace, but she can buy the coffee. When soup is served at a table set with fine silverware and china in an advertisement, the viewers' feelings for the elegant setting transfer to the soup and they decide that a can of soup could make an elegant meal after all. Most ads for cars encourage us to transfer our feelings for attractive people, furs, and jewelry to the cars. These ads are not really selling cars; they are selling a symbol of the good life. Ads today are often rich in connotation and tell little about the product itself.

3. Testimonial. When a famous person is paid by an advertiser to say he likes a product or when an ad shows the person using the product,

the persuasion technique is called a testimonial. If "Mean Joe" Green chooses Coke when he is hot and thirsty, then Coke must be good. Most people are impressed by the rich and famous. By using the same product, the consumer becomes a lot like the celebrity. At least that is what the advertiser wants the consumer to think. Advertisers know that testimonials of the rich and famous sell products.

4. Plain Folks. The plain folks approach has universal appeal because the majority of consumers are just "plain folks." If the advertiser can convince consumers that all ordinary folks enjoy, use, and can afford the product, he has established a tremendous market for that product.

5. Snob Appeal. Snob appeal is the opposite approach to the "plain folks" appeal. The technique is used for a product that would distinguish the owner as an individual that is in a special class, one who expects a "better life" than the ordinary man. For snob appeal to be effective, the product must be a status symbol.

6. Band Wagon. Advertisers often urge acceptance of a product because everyone else is buying it. To "climb on the band wagon" means to do what everyone else is doing. Consumers are made to feel that since everyone else is jumping on the bandwagon, they should too. Otherwise they run the risk of being left out. Advertisers using this technique often use phrases such as "the best selling product on the market" and "three out of four people surveyed."

7. Direct Order. The direct approach of showing the product and instructing the consumer to buy it is an old and simple one, but it works. Advertisers know that some people must be persuaded, but others need only to be told. When an ad says "hurry down to your neighborhood hardware store," or "send your order today," the ad gets results.

8. Bargain Price. The viewer should be wary of ads that feature "bargain" prices. Statements about bargains can be misleading. What is a bargain price at one store may be the regular price at another store. A reduced price on a blouse means nothing if the store raised the price before it was put on display. Advertisers know that consumers will feel a stronger impulse to buy a pair of $19.95 jeans that have been reduced from $25 than to buy those same jeans at regular price of $19.95. Some people will buy items they do not even want if they think they are getting a bargain.

9. Jokes. Advertisers want people to remember their products. Since everyone enjoys and remembers a good joke, the advertisers try to tie their products to jokes. Of course, advertisers hope the consumers will remember the product as well.

10. Facts and Figures. Facts and figures appeal to the intellect rather than to feelings. An advertiser may use facts and figures to show why his product should be bought, but the buyer has to evaluate the facts and figures for himself. Card stacking is a technique of presenting only one side of the facts. This technique is very popular when advertisers cite statistics about their product. For instance, if an expensive brand of aspirin advertises that it works faster than any other brand, the aspirin may work only 30 seconds faster than ordinary aspirin. The time saved is hardly worth extra cost.

Appendix L

RELATED TERMS

abbreviated source

author bias

bias

context

credibility

deduction

document

editorial

evidence

expertise

foreword (in a book)

hidden bias

induction

inference

interpret

legend/key

objectivity

openmindedness

open bias

preface

relevant

unbiased

visualization

Appendix M

ANSWER KEY FOR APPENDIXES A-J

Appendix A

1. Reading is important because it has a role in three areas of life. In personal life, reading is used for pleasure. In education, reading is vital for getting the most out of educational experiences. Finally, reading is required by most careers.
2. All business employees must read on the job. Business executives must read widely.
3. The purposes of reading are reading for pleasure, reading for specific information, reading to absorb information, and reading for copying and checking.
4. Reading speed can be increased by the following: reading in "thought units," keeping eyes moving form left to right, keeping lips and tongue motionless, reading only word beginnings, continuing to build vocabulary, and practicing reading constantly.
5. Reading comprehension or understanding can be increased by the following: scanning or previewing the material, thinking as you read, making brief notes, re-reading, and reviewing.
6. One or two eye pauses are recommended for a newspaper column.
7. Four or five eye pauses are recommended for a book-length line.
8. Two advantages of reading in "thought units" are faster reading and better understanding.

Appendix E

1. P
2. A
3. S
4. H
5. F
6. X
7. AA
8. M
9. G
10. Z
11. K
12. L
13. D
14. U
15. BB
16. C
17. R
18. W
19. T
20. O
21. Y
22. N
23. I
24. Q
25. V
26. J
27. E
28. B

Appendix F

0	9	8	9	7	7	9	4
1	2	3	4	5	6	7	8

Appendix H

1. a. 0
   b. F
2. a. 0
   b. F
3. a. F
   b. 0
4. a. 0
   b. F
5. a. 0
   b. F
6. a. F
   b. 0
7. a. 0
   b. F
8. a. 0
   b. F
9. a. F
   b. 0
10. a. 0
    b. F

Appendix I

The pain-relieving ingredient is aspirin. If the ad simply said that the product was good because it contained aspirin, many people would buy a less expensive aspirin product and save money. By not telling the "whole truth," the ad makes simple aspirin sound like a wonder drug known only to doctors.

The toothpaste ad avoids saying that stopping snacks between meals and brushing regularly with any brand of toothpaste will decrease cavities.

Appendix N

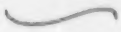
UNIT TEST

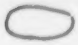
READING AND VOCABULARY

Part One: Identification

Write the meaning of the following proofreaders' marks in the corresponding column.

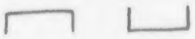
1. ?/ a. ______________________________

2.  b. ______________________________

3.  c. ______________________________

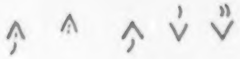
4. No ¶ d. ______________________________

5. lc or / e. ______________________________

6.  f. ______________________________

7. — g. ______________________________

8. TS> h. ______________________________

9.  i. ______________________________

10.] j. ______________________________

11. ? k. ______________________________

12. ¶ i. ______________________________

13. =/ or $\bar{\wedge}$ m. ______________________________

14. ^ n. ______________________________

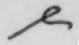
15. !/ o. ____________________

16. [p. ____________________

17. stet or ... q. ____________________

18. DS> r. ____________________

19. SS< s. ____________________

20.  t. ____________________

21. — u. ____________________

22. ⌒ v. ____________________

23. / w. ____________________

24. ⊙ x. ____________________

25. ≡ y. ____________________

26. $\boxed{5}$ z. ____________________

27.] [aa. ____________________

28. # bb. ____________________

Part Two: Fill in the Blank

Proofreading Procedure

1. Proofread typewritten copy ______ removing it from the typewriter.
2. Proofread at a speed that is _______ ____ ________ reading rate.
3. Break the copy into __________ and proofread the material in _____.
4. Read the copy slowly at least once for __________ errors.
5. Read the copy once for _______.
6. Ask another person to proofread, especially if it contains __________ or if it is a _____ document.
7. Proofread ________ what was typed today.

Proofreading Techniques

8. When the document is still in the typewriter, use the _____ ____ to focus on the line being read.
9. When the document being proofread has already been removed from the typewriter, use a _____ or the ______________ to focus on the line being proofed.
10. Read each line backwards, from right to left, when proofreading for __________ errors.
11. Mentally pronounce each syllable of ____ words.
12. Read the body of a document ________ by _______.
13. Read ______ and ____ for documents with columns of statistics.
14. Count the number of _______ in the columns.
15. Use the ____ method if the copy is lengthy or complicated.
16. Use the _____________ method when proofreading technical copy or statistical tables.
17. Scan page numbers for _____________ or _____________________.

Proofreading Checklist (Don't overlook the following)

18. _____ date, name, and address lines.
19. Check the ____________ and _______ of lines for duplicated words or parts of words.
20. Check to see that page __________ are correct.
21. Check for incorrect use of _____ ________ words
22. Check the _________ of all extensions, calculations, and totals of numbers.

Part Three: Discussion:

1. Describe four reasons for reading.

2. Describe skipping and scanning as reading techniques and give examples of reading situations in which each technique would be appropriate.

3. Describe five techniques to increase reading speed.

4. Describe three ways to infer meaning of unfamiliar words.

5. Name four types of contextual clues.

6. Define the following terms for fallacious reasoning:
   - selective use of information
   - authenticity of source
   - illogical opinions
   - facts and opinions
   - author bias
   - inconsistent facts
   - illogical conclusions
   - irrelevant argument

7. Name the three characteristics of persuasive advertisements.

Appendix O

UNIT TEST ANSWER KEY

Part One: Matching

A. Insert question mark
B. Transpose
C. Spell out word or number
D. No new paragraph
E. Lower case
F. Move copy in direction of bracket
G. Cross out and write with indicated correction or underscore
H. Triple space
I. Insert punctuation mark
J. Indent or move right
K. Verify accuracy
L. New paragraph
M. Insert hyphen
N. Insert
O. Insert exclamation point
P. Indent or move left
Q. Ignore correction
R. Double space
S. Close up to single space
T. Delete
U. Underscore or cross out and write with indicated correction
V. Close up horizontal space
W. Cross out misstroke and write correct letter above it
X. Insert period
Y. Capitalize
Z. Indent five spaces
AA. Center on typing line
BB. Add a space

Part Two: Fill in the Blank

Proofreading Procedure

1. Before
2. Reduced from regular
3. Components; steps
4. Mechanical
5. Content
6. Technical information; legal
7. Tomorrow
8. Paper bail
9. Ruler; edge of a card
10. Mechanical
11. Long
12. Sentence; sentence

13. Across; down
14. Entries
15. Team
16. Comparative
17. Scan
18. Check
19. Beginnings; endings
20. References
21. Often confused
22. Accuracy

Part Three: Discussion

1. Students will describe the following:
   Reading for pleasure
   Reading for specific information
   Reading to absorb and remember
   Reading for copying and checking (proofreading)

2. Skipping is reading for an overview by rapidly moving eyes over large blocks of material and noting chapter headings, paragraph headings, graphs, and other special features. Scanning is reading for facts by rapidly moving eyes through paragraphs, stopping to read only significant facts or phrases. (Students' answers will vary.)

3. Students will discuss the following:
   Reading in "thought units"
   Keeping eyes moving from left to right
   Keeping lips and tongue motionless
   Reading only word beginnings
   Building vocabulary
   Practicing constantly

4. Students will describe the following:
   Using contextual clues
   Using structure of words
   Using standard reference materials

5. Students will name the following and write sentences for each. (Sentences demonstrating contextual clues will vary.)
   Experience
   Synonym
   Association
   Previous contact

6. a) Selective use of information refers to presenting only the facts or figures that support a desired conclusion even though other information is available that would contradict that conclusion.
   b) Authenticity of source is determined by evaluating the credibility, reliability, or believability of the material

c) Illogical opinions result from faulty logic, such as failure to use deductive or inductive reasoning.

d) Facts are true verifiable statements; opinions are judgments that cannot be verified.

e) Author bias is the strong expression of opinion without objectivity that colors or slants.

f) Inconsistent facts are statements that contradict information already known.

g) Illogical conclusions are the results of faulty logic, such as failure to use deductive or inductive reasoning.

h) Irrelevant argument is attacking a person's character instead of what the person is saying; appealing to respect for an authority, person, or thing; or appealing to popular sentiment or prejudice through use of symbols or loaded words.

7. Catches attention
Establishes need
Provides means to satisfy need

SUPPLEMENTARY MATERIALS

Cassettes

Proofreading

Western Tape
P.O. Box 69
Mountain View, CA 94040

Cassettes and Workbooks

Mini-Courses in Rhetoric and Critical Thinking
"Argument and Persuasion"
"Deductive Reasoning" and "Inductive Reasoning"
"Fallacies, Part I" and "Fallacies, Part II"
"The Nature of Evidence"

Educulture Publishers Instructional Delivery Systems
1 Dubuque Plaza
Dubuque, IA 52001
800-553-44858

Workbooks

Developing Proofreading Skill

Gregg/McGraw Hill
P.O. Box 996
Norcross, GA 30091

English Style Skill-Builders 3rd ed.
"Proofreading"

Gregg/McGraw Hill
P.O. Box 996
Norcross, GA 30091

Proofreading Precision

South-Western Publishing
5101 Madison Road
Cincinnati, Ohio 45227

Reading and Study Skills

Gregg/McGraw Hill
P.O. Box 996
Norcross, GA 30091

Study Skills Program

NASSP
1904 Association Drive
Reston, VA 22091

Word Studies 7th ed.
South-Western Publishing
5101 Madison Road
Cincinnati, Ohio 45227

Wordbook
Johnson O'Connor Research Foundation
11 East 62nd Street
New York, NY 10021

Words Words Words
South-Western Publishing
5101 Madison Road
Cincinnati, Ohio 45227

RESOURCES

Barbe, Walter B., et al. *Reading Skills Check List and Activities: Advanced Level*. West Nyack, New York: The Center for Applied Research in Education, Inc., 1976.

Dunn, James A., Peter Gray, and Elizabeth Martini. *Teaching Basic Skills Through Vocational Education*. Ithaca, New York: Cornell University, 1971.

Langan, John. *Reading and Study Skills*. New York, New York: McGraw-Hill Book Company, 1982.

Potter, Robert R. *English Everywhere: Meaning, Media, and You*. New York, New York: Globe Book Company, Inc., 1971.

Stewart, Marie M., et al. *Business English and Communication*. 5th ed. New York, New York: McGraw-Hill Book Company, 1978.

UNIT VII

MECHANICS OF WRITING

INTRODUCTION

Underlying a person's ability to compose messages are the mechanical skills of writing. Unless the writer can punctuate accurately and spell correctly, a message may not convey its intended meaning. Even though most high school students have been exposed to the rules of the mechanics of writing numerous times during their school career, many students are deficient in these skills. This unit is designed as a review of the rules of mechanics of writing.

COMPETENCIES

1. Punctuate written communications correctly according to standard punctuation rules.
2. Capitalize words correctly according to standard capitalization rules.
3. Record numbers correctly, spelled out or written, according to standard rules for writing numbers.
4. Spell words correctly.
5. Divide words properly according to standard word division rules.
6. Proofread business documents for errors in mechanics.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Recognize the grammar handbook as a useful information resource to solve mechanics questions.
2. Improve ability to punctuate correctly with commas, semicolons, colons, and dashes.
3. Improve ability to punctuate correctly with quotation marks, parentheses, and underscores.
4. Improve ability to capitalize words correctly according to standard rules for capitalization.
5. Improve ability to record numbers correctly by writing the numeral or spelling the number.

6. Improve ability to spell words correctly: by applying spelling rules, by recognizing correct spelling of words often misspelled, by recognizing correct spelling of common geographic terms, and by recognizing correct spelling of common business terms.

7. Improve ability to divide words in business communications.

8. Improve ability to proofread for errors in mechanics.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1.1 In textbook or supplementary exercises, students will demonstrate ability to select and use periods, question marks, and exclamation marks to punctuate written communications correctly by punctuating the exercises according to standard rules of punctuation.

1.2 In textbook or supplementary exercises, students will demonstrate ability to select and use commas, semicolons, colons, and dashes to punctuate written communications correctly by punctuating the exercises according to standard rules of punctuation.

1.3 In textbook or supplementary exercises, students will demonstrate ability to select and use quotation marks, parentheses, and underscores to punctuate written communications correctly by punctuating the exercises according to standard rules of punctuation.

1.4 In textbook or supplementary exercises, students will demonstrate ability to select and use hyphens and apostrophes to punctuate written communications correctly by punctuating the exercises according to standard rules of punctuation.

2.1 In textbook or supplementary exercises, students will demonstrate ability to capitalize words in written communications correctly by capitalizing words in the exercises according to standard rules of capitalization.

3.1 In textbook or supplementary exercises on writing, students will demonstrate ability to record numbers correctly by writing the numerals or spelling the numbers in the exercises according to standard rules for recording numbers.

4.1 In textbook or supplementary exercises, students will demonstrate ability to apply rules of abbreviation by writing abbreviations or spelling the words according to standard rules for abbreviations.

5.1 In textbook or supplementary exercises, students will demonstrate ability to apply rules of spelling by correctly spelling a list of words and identifying the rule that governs the spelling of each word.

5.2 In textbook or supplementary exercises, students will demonstrate ability to spell commonly misspelled words by adding letters to incomplete words or by spelling words dictated by the teacher.

5.3 In spelling exercises, students will demonstrate ability to spell common geographic terms by completing incomplete words or by spelling words dictated by the teacher.

5.4 In spelling exercises, students will demonstrate ability to spell common business terms by completing incomplete words or by spelling words dictated by the teacher.

6.1 In textbook or supplementary word-division exercises, students will demonstrate ability to divide words in written communications by dividing words in the exercise according to standard rules of word-division.

METHODOLOGY

A pretest on mechanics and initial writing assignments will indicate which skills will need to be stressed for each student. Assignments will be more relevant if each student is given prescriptive exercises on weaknesses that were identified. Use the Business English textbook and supplementary materials for these exercises. Typing books offer excellent drills on capitalization, punctuation, and word division. As future writing assignments are made, instruct individual students to concentrate on those mechanical skills which give them problems.

Students should learn to spell basic words from a predetermined list of words that occur frequently in different vocational areas. There are many supplementary resources with a predetermined list of this kind. Using words frequently, pronouncing then often, using them in crossword puzzles, and having students write them frequently are all methods for teaching these words. However, spelling is best taught in conjunction with a good program of writing. A list of words that each individual student should practice spelling can be taken, for the most part, from words that the student misspelled in writing assignments. At the beginning of the year, students should prepare a section in a notebook to record their personal spelling list.

SUGGESTED APPROACHES

1. Read aloud a paragraph that has not been punctuated and discuss the confusion that results. Point out that punctuation maintains the flow or rhythm of writing. Suggest that students read aloud what they have written. Point out that where they pause to breathe, to change tone, or to let their voices rise or fall are clues for use of commas, question marks, periods, and other punctuation marks.

2. Give students copies of Appendices A - E for review sheets. Students could use the sheets for referring to rules for the errors in mechanics marked on their writing assignments.

3. Require students to locate in a grammar handbook the rules for mechanics errors marked in their writing assignments. Require students to correct their errors according to the rules in the grammar handbook.

4. Require students to keep a list of business terms they have found difficult or have misspelled in writing assignments and require them to attempt to remove the words from the list by spelling them correctly in spelling exercises.

5. Create exercises to reinforce the ability to alphabetize. Names, supplies, and parts, for example, frequently have to be alphabetized in businesses.

6. Use computer-managed instructions to deliver prescriptive learning exercises in the mechanics of writing.

UNIT OUTLINE

MECHANICS OF WRITING

I. Punctuation

    A. Period, question mark, exclamation mark
    B. Comma, semicolon, colon, dash
    C. Quotation marks, parentheses, underscore
    D. Hyphen
    E. Apostrophe

II. Capitalization

III. Writing numbers

IV. Abbreviations

V. Spelling

    A. Spelling rules
    B. Commonly misspelled words
    C. Common geographic terms--states, parishes, cities
    D. Common business terms

VI. Word division

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1.1 In textbook or supplementary exercises, students will demonstrate ability to select and use periods, question marks, and exclamation marks to punctuate written communications correctly by punctuating the exercises according to standard rules of punctuation.

Subject Matter Content

Period, Question Mark, and Exclamation Mark

Learning Activities

1. Completing a pretest on periods, question marks, and exclamation marks that each student finds difficult
2. Locating in a grammar handbook rules of punctuation for the areas identified as difficult
3. Completing textbook or supplementary punctuation exercises on areas identified as difficult
4. Writing sentences requiring application of the rules of punctuation identified as difficult
5. Completing a post-test on periods, questions marks, and examination marks

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1.2 In textbook or supplementary exercises, students will demonstrate ability to select and use commas, semicolons, colons, and dashes to punctuate written communications correctly by punctuating the exercises according to standard rules of punctuation.

Subject Matter Content

Comma, Semicolon, Colon, and Dash

Learning Activities

1. Completing a pretest on commas, semicolons, colons, and dashes to identify areas that each student finds difficult
2. Locating in a grammar handbook rules of punctuation for the areas identified as difficult

3. Completing textbook or supplementary punctuation exercises on areas identified as difficult
4. Writing sentences requiring application of punctuation rules identified as difficult
5. Completing a post-test on commas, colons, and dashes

1.3 In textbook or supplementary exercises, students will demonstrate ability to select and use quotation marks, parentheses, and underscores to punctuate written communications correctly by punctuating the exercises according to standard rules of punctuation.

Subject Matter Content	Learning Activities
Quotation Marks, Parentheses, and Underscore	1. Completing a pretest on quotation marks, parentheses, and underscores to identify areas that each student finds difficult 2. Locating in a grammar handbook rules of punctuation for the areas identified as difficult 3. Completing textbook or supplementary punctuation exercises on areas identified as difficult 4. Writing sentences requiring application of the rules of punctuation rules identified as difficult 5. Completing a post-test on quotation marks, parentheses, and underscores

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1.4 In textbook or supplementary exercises, students will demonstrate ability to select and use hyphens and apostrophes to punctuate written communications correctly by punctuating the exercises according to standard rules of punctuation.

Subject Matter Content	Learning Activities
Hyphen and Apostrophe	1. Completing a pretest on hyphens and apostrophes to identify areas that each student finds difficult 2. Locating in a grammar handbook rules of punctuation for the areas identified as difficult 3. Completing textbook or supplementary punctuation exercises on areas identified as difficult 4. Writing sentences requiring application of rules of punctuation identified as difficult 5. Completing a post-test on hyphens and apostrophes

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2.1 In textbook or supplementary exercises, students will demonstrate ability to capitalize words in written communications correctly by capitalizing words in the exercises according to standard rules of capitalization rules.

Subject Matter Content	Learning Activities
Rules of Capitalization	1. Completing a pretest on capitalization and identifying areas that each student finds difficult 2. Locating in a grammar handbook rules of capitalization for the areas identified as difficult 3. Completing textbook or supplementary capitalization exercises on areas identified as difficult 4. Writing sentences requiring application of rules of capitalization identified as difficult

5. Completing a post-test on capitalization

3.1 In textbook or supplementary exercises on writing numbers, students will demonstrate ability to record numbers correctly by writing numerals or spelling the numbers in the exercises according to standard rules for recording numbers.

Subject Matter Content	*Learning Activities*
Writing Numbers	1. Completing a pretest on writing numbers and identifying areas that each student finds difficult 2. Locating in a grammar handbook rules on writing numbers for the areas identified as difficult 3. Completing textbook or supplementary exercises on writing numbers on areas identified as difficult 4. Writing sentences requiring application of rules on writing numbers that were identified as difficult 5. Completing a post-test on writing numbers

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4.1 In textbook or supplementary exercises, students will demonstrate ability to apply rules of abbreviation by writing abbreviations or spelling the words according to standard rules for abbreviations.

Subject Matter Content	*Learning Activities*
Abbreviations	1. Completing a pretest on abbreviations and identifying areas that each student finds difficult 2. Locating in a grammar handbook rules of abbreviation for the areas identified as difficult

3. Completing textbook or supplementary abbreviation exercises on areas identified as difficult
4. Writing sentences requiring application of the rules of abbreviation identified as difficult
5. Completing a post-test on abbreviations

5.1 In textbook or supplementary exercises, students will demonstrate ability to apply rules of spelling by correctly spelling a list of words and identifying the rule that governs the spelling of each word.

Subject Matter Content

Rules of Spelling

Learning Activities

1. Completing a spelling pretest on words that can be spelled by applying rules of spelling and identifying areas that each student finds difficult
2. Completing textbook or supplementary spelling exercises that apply rules of spelling identified as difficult
3. Completing a post-test on rules of spelling
4. Keeping a personal spelling list of words misspelled in writing assignments and identifying them with spelling rules, when appropriate

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5.2 In textbook or supplementary exercises, students will demonstrate ability to spell commonly misspelled words by adding letters to incomplete words or by spelling words dictated by the teacher.

Subject Matter Content

Learning Activities

Commonly Misspelled Words	1. Completing a pretest on commonly misspelled words and identifying words each student finds difficult 2. Completing textbook or supplementary exercises on spelling words commonly misspelled and identifying words each student finds difficult 3. Completing a post-test on words commonly misspelled 4. Keeping a personal spelling list of words misspelled in writing assignments, and attempting to remove them from the list by spelling them correctly in spelling exercises

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5.3 In spelling exercises, students will demonstrate ability to spell common geographic terms by completing incomplete words or by spelling words dictated by the teacher.

Subject Matter Content	Learning Activities
Common Geographic Terms	1. Completing a spelling pretest on common geographic terms and identifying words that each student finds difficult 2. Completing spelling drills on geographic terms identified as difficult 3. Completing a post-test on spelling geographic terms 4. Keeping a personal spelling list of difficult geographic terms, and attempting to remove them from the list by spelling them correctly in spelling exercises

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5.4 In spelling exercises on common business terms, students will demonstrate ability to spell common business terms by completing incomplete words or by spelling words dictated by the teacher.

Subject Matter Content	*Learning Activities*
Common Business Terms	*1. Completing a spelling pretest on common business terms and identifying terms that each student finds difficult*
	2. Completing textbook and supplementary spelling exercises on common business terms identified as difficult
	3. Completing a post-test on spelling business terms
	4. Keeping a personal spelling list of difficult business terms, and attempting to remove them from the list by spelling them correctly in spelling exercises.

6.1 In textbook or supplementary exercises, students will demonstrate ability to divide words in written communications correctly by dividing words in the exercise according to standard rules of word-division.

Subject Matter Content	*Learning Activities*
Word Division	*1. Completing a pretest on word division and identifying areas that each student finds difficult*
	2. Locating in a grammar handbook rules of word-division identified as difficult
	3. Completing textbook and supplementary word-division exercises on areas identified as difficult
	4. Completing a post-test on word division

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing textbook and supplementary writing mechanics exercises with 75 percent accuracy,

Completing writing assignments with the following: ideas and concepts developed and supported; organizational and transitional elements applied; and rules of the mechanics of writing, grammar, and usage applied,

Demonstrating ability to identify meanings of unknown words or common terms,

Demonstrating ability to apply reading techniques specified by the teacher,

Demonstrating ability to read and comprehend,

Demonstrating resourcefulness in locating information,

Demonstrating improved enunciation skills in oral drills and class discussions,

Demonstrating ability to listen and comprehend,

Demonstrating ability to record outline notes that provide accurate and complete information needed for future use,

Demonstrating awareness of concepts related to the psychology of communication, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbook and supplementary materials selected by the teacher

Pretest

Appendix A

PUNCTUATION

Period, Question Mark, and Exclamation Mark

1. Use a period after a simple statement of fact or a command.
2. Use a period after an indirect question.
3. Use a question mark after a question or something in doubt.
4. Use an exclamation mark after a strong expression of feeling.

Comma, Semicolon, Colon, and Dash

1. Use commas to set off interrupting elements--parenthetical expressions, appositives, additional explanatory elements, and direct address.
2. Use a comma following an introductory phrase or an introductory dependent clause.
3. Use a comma to separate coordinate adjectives.
4. Use a comma to separate two independent clauses.
5. Use a semicolon in compound sentences to show omission of a conjunction.
6. Use a semicolon in compound sentences to separate clauses joined by transitional expressions.
7. Use a semicolon in compound sentences that contain commas in either or both clauses to separate the clauses and make them clear.
8. Use a semicolon to signal the approach of words that explain or enumerate the end of the sentence.
9. Use a semicolon to separate items in a series in which one or more of the items are punctuated internally with commas.
10. Use a colon to introduce a list of items.
11. Use a colon to join two complete sentences if emphasis on the close relationship of ideas is desired.
12. Choose a dash over a comma, semicolon, colon, or parenthesis when special emphasis is desired.
13. Use a dash between a summarizing word that is used as a subject and the listing that precedes it.
14. Use a dash before a planned afterthought.
15. Use a dash to strengthen a repetition or restatement.

Quotation Marks, Parentheses, and Underscores

1. Use quotation marks to enclose directly quoted statements.
2. Place quotation marks to enclose periods and commas at the end of quoted material.
3. Place quotation marks so that colons and semicolons at the end of quoted material are outside the quotation marks.
4. Place quotations marks so that question marks are enclosed when the quoted material is a question.
5. Place quotation marks before the question mark in an interrogative sentence if the quotation itself is not a question.
6. Place quotation marks before the exclamation mark if the whole sentence expresses strong feeling.
7. Place quotation marks so that exclamation marks are enclosed when only the quoted material expresses strong feeling.

8. Use quotation marks only around the quoted words when the quotation is interrupted.
9. Use quotation marks to enclose chapters of books or titles of articles in magazines or newspapers.
10. Use quotation marks to enclose a translation of foreign words.
11. Use quotation marks to enclose slang or poor grammar or expressions that are intended to be humorous.
12. Use quotation marks to enclose technical or trade terms unfamiliar to the reader.
13. Choose quotation marks, when you do not choose to underscore, to enclose words that are explained or defined.
14. Use underscores for titles of books, magazines, newspapers, and movies.
15. Use underscores for words that are explained or defined.
16. Use underscores for emphasis.
17. Use parentheses to enclose extra information or directions.
18. Use parentheses to enclose the name of an authority or reference.
19. Use parentheses to enclose enumerated items and some items in outlines.
20. Use parentheses to enclose question marks to express doubt.

Hyphen

1. Use hyphens to join elements of a compound adjective before the noun it modifies.
2. Use hyphens in compound numbers from 21 to 99 that are spelled out.
3. Use hyphens to show that two or more compound words share the same base.
4. Use hyphens with inclusive dates and numbers (1983-1993).
5. Use hyphens to divide a word between syllables at the end of a line.
6. Use hyphens with spelled-out fractions used as adjectives.
7. Use hyphens to join some prefixes to words.
8. Use hyphens to separate a prefix from a proper noun.

Apostrophe

1. Use an apostrophe and s('s) with singular nouns or plural nouns not ending in s to show possession.
2. Use an apostrophe and s('s) with a proper name of one syllable that ends in s to show possession.
3. Use only an apostrophe (') after plural nouns ending in s and after proper names of more than one syllable that end in s or z to show possession.
4. Use an apostrophe and s('s) with the final noun only to show joint possession.
5. Use an apostrophe to indicate the omission of letters in contractions or figures.
6. Use an apostrophe to form the plural of figures, letters, and abbreviations with periods (10's). There is a trend to eliminate the apostrophe in some plurals (1980s).
7. Use an apostrophe to indicate feet or minutes.
8. Use an apostrophe as a single quotation mark for a quotation within a quotation.

Appendix B

CAPITALIZATION

1. Capitalize a person's name exactly as the person capitalizes it.
2. Capitalize the words denoting family relationships only when they are used as a part of a person's name or a substitute for a person's name.
3. Capitalize all titles that precede a name or are used in direct address.
4. Capitalize academic degrees and their abbreviations.
5. Capitalize proper adjectives, including the names of languages as well as the names of national, religious, and racial groups.
6. Capitalize the titles of specific courses taught in school but not the names of general areas of study, except languages.
7. Capitalize the proper names of geographic areas, such as continents, oceans, lakes, rivers, and islands.
8. Capitalize recognized areas designated by compass points but not compass points used to indicate direction.
9. Capitalize the proper names of churches, schools, companies, agencies, and other institutions, as well as their major departments and divisions.
10. Capitalize the proper names of towns, cities, counties, states, nations, alliances, international organizations, and other political entities.
11. Capitalize the proper names of buildings, bridges, centers, airports, dams, streets, tunnels, monuments, and other major works of engineering.
12. Capitalize the proper name of a train, ship, or airplane; capitalize the proper name of a product, but not a common noun referring to the product.
13. Capitalize the names of stars, planets, and constellations; however, the nouns earth, sun, and moon are capitalized only in association with other astronomical names that are capitalized.
14. Capitalize the names of the days of the week and the months of the year, but not the seasons of the year.
15. Capitalize the names of historic periods and important events, not references to centuries.
16. Capitalize the first and all important words in the titles of charters, treaties, declarations, and other official documents.
17. Capitalize the first word and all important words in the titles of books, sets of books, newspapers, musical compositions, movies, and theatrical productions, as well as the titles of chapters and articles in books and magazines.
18. Capitalize the first word of each item in a listing or an outline and each line of a poem.
19. Capitalize the first word of a direct quotation if the word was capitalized in the original text.

20. In letters, capitalize the first word in all titles and nouns in the salutation, and capitalize the first word in the complimentary close.
21. Capitalize the pronoun _I_ whenever it occurs.
22. Capitalize a noun or abbreviation designating the formal parts of a written work when the designation comes before a figure.
23. Capitalize the proper nouns or proper adjectives found in hyphenated words.

Appendix C

WRITING NUMBERS

1. Write numbers from one through nine as words; write 10 and above in figures.
2. Write numbers ending with the ordinal sounds nd, rd, th or st as words.
3. Write indefinite or approximate amounts as words.
4. Write very large amounts in figures and spell out million, billion, and so on.
5. Write related numbers in a series consistently; if one number in a series must be written in figures, write all numbers in figures.
6. Write two numbers that stand adjacent with no punctuation between them by recording the shorter of the two as a word and recording the longer one in figures.
7. Write dimensions, weights, quantities, and sizes in figures.
8. Write exact amounts of money in figures; write even amounts of money without decimal points and zeroes.
9. Write isolated percentages in figures followed by the word percent or the symbol.
10. Write time in figures when recording time on the hour without a.m., p.m., or o'clock.
11. Write time in either words or figures when it is followed by o'clock.
12. Write general periods of time in words such as the twentieth century and the twenties.
13. Write time connected with financial terms in figures.
14. Write the day in either figures or words when the day precedes the month. When figures are used, they are followed by ordinal endings.
15. Write the day in figures without ordinal endings when the day follows the month.
16. Write the ages of individuals in words when only years is expressed. When a person's age is given as a significant statistic or a technical measurement figures are used.
17. Write ages of individuals in figures when years, months, and days are given.
18. Write addresses in figures when building and house numbers are above one.
19. Write in words any number that begins a sentence.

Appendix D

ABBREVIATIONS

1. Use no abbreviations for given names of individuals.
2. Use no periods when referring to notable persons by initials.
3. Always abbreviate social titles such as Mr. and Mrs.
4. Abbreviate seniority titles that follow full names.
5. Use no abbreviation for civil, military, or religious titles preceding surnames.
6. Abbreviate civil, military, or religious titles that precede full names if desired.
7. Abbreviate academic degrees if the academic degrees are preceded by full names.
8. Abbreviate parts of company names such as company and incorporated.
9. Abbreviate terms such as avenue and drive and other similar terms in addresses.
10. Use the two-letter all-cap abbreviations for states, districts, territories, and possessions of the United States in addresses.
11. Abbreviate compass points.
12. Spell out names of months and days of the week in text. They may be abbreviated in tables and footnotes.
13. Abbreviate time periods such as 100 B.C. or 2:00 a.m.
14. Abbreviate well-known government agencies.
15. Abbreviate measurement terms.
16. Abbreviate scientific and computer terms.

Appendix E

WORD DIVISION

1. Do not divide the last word on a page.
2. Avoid dividing the last word of a paragraph.
3. Avoid dividing the last word on more than two consecutive lines.
4. Avoid dividing figures and abbreviations.
5. Avoid dividing proper nouns, addresses, and dates.
6. Do not divide one syllable words.
7. Do not divide words with five or fewer letters.
8. Divide compound words between the compound elements when possible.
9. Divide hyphenated words at the point of hyphenization.
11. Divide words after single letter syllables rather than before single letter syllables.
12. Divide words before suffixes such as -ily and -able.
13. Divide words between two single-letter syllables that appear together.
14. Divide words before the suffix when the word root ends with double letter consonants
15. Divide words so that two or more letters remain with the first part of the word and three or more letters are carried to the next line.

SUPPLEMENTARY MATERIALS

Handbooks

The Gregg Reference Manual Guide
Greg/McGraw Hill Book Company
P.O. Box 996.
Norcross, GA 30091

The Reference Guide
Houghton Mifflin
13400 Midway Rd.
Dallas, TX 75234

Workbooks

Business English and Communication 5th ed.
Gregg/McGraw Hill Book Company
P.O. Box 996
Norcross, GA 30091

Communication Skills for the Processing of Words
South-Western Publishing Co.
5101 Madison Road
Cincinnati, Ohio 45227

Effective Business Communications
Delmar Publishers
50 Wolf Road
Albany, NY 12205

Effective English for Business Communication
South-Western Publishing Co.
5101 Madison Road
Cincinnati, Ohio 45227

English Made Easy
Gregg/McGraw Hill Book Company
P.O. Box 996
Norcross, GA 30091

English Made Easier
AMSCO School Publications Inc.
315 Hudson Street
New York, NY 10013

English Style Skill-Builders
"Capitalization, Number, and Abbreviation Style"
"Punctuation Style"

"Spelling Improvement"
"Typewriting Style and Word Division"
Gregg/McGraw Hill
P.O. Box 996
Norcross, GA 30091

Punctuation: A Programmed Approach 2nd ed.
South-Western Publishing Co.
5101 Madison Road
Cincinnati, Ohio 45227

Punctuation Drills and Exercises--Programmed for the Typewriter
Gregg/McGraw Hill Book Company
P.O. Box 996
Norcross, GA 31191

Spelling Drills and Exercises--Programmed for the Typewriter
Gregg/McGraw Hill Book Company
P.O. Box 996
Norcross, GA 30091

RESOURCES

Bellafiore, Joseph. *English Made Easier*. New York, New York: AMSCO School Publications, Inc., 1974.

Branchaw, Bernadine P. *English Made Easy*. New York, New York: Gregg Division/ McGraw-Hill Book Company, 1979.

Burnett, Mary Joyce and Alta Dollar. *Business English--A Communications Approach*. Boston, Massachusetts: Allyn and Bacon, Inc., 1979.

Burtness, Paul S. and Alfred T. Clark, Jr. *Effective English for Business Communication*. 7th ed. Cincinnati, Ohio: South-Western Publishing Co., 1980.

Himstreet, William C., Gerald W. Maxwell, and Mary Jean Onorato. *Business Communications*. Belmont, California: Pitman Learning Inc., 1982.

Holmes, Ralph M. *The Reference Guide--A Handbook for Office Personnel*. Boston, Massachusetts: Houghton Mifflin Company, 1980.

Phillips, Bonnie D. *Business Communication*. Albany, New York: Delmar Publishers, Inc., 1983.

Stewart, Marie M., et al. *Business English and Communication*. 5th ed. New York, New York: McGraw-Hill Book Company, 1978.

UNIT VIII

GRAMMAR AND USAGE

INTRODUCTION

Many times a person's ability to advance in business depends on the individual's ability to use standard English grammar in oral and written communications. In a business community that depends so heavily on written documents, such as business letters, memos, and formal reports, the importance of being able to construct well written sentences and paragraphs cannot be overemphasized. Although high school students have studied grammar and usage for several years, many students are still deficient in these skills. This unit is designed to encourage students to apply the rules of grammar and usage to their own writing. Studies show that an individual's skills in grammar and usage are improved with frequent opportunity to hear and say the correct forms. Applying the rules of grammar and usage to oral communications in the classroom, therefore, will also be emphasized.

COMPETENCIES

1. Use nouns, pronouns, adjectives, adverbs, and verbs correctly in oral and written communications.
2. Structure oral or written sentences with prepositional phrases, verbal phrases, and appositive phrases that are skillfully placed and do not dangle without any connection to the sentence sense.
3. Correctly punctuate sentences with introductory phrases.
4. Create sentences with phrases and clauses in parallel structure.
5. Use coordinating conjunctions correctly to join words, phrases, and clauses.
6. Use subordinating conjunctions and relative pronouns correctly to introduce subordinate ideas.
7. Identify and correct sentence fragments and run-on sentences.
8. Correctly punctuate compound and complex sentences.
9. Proofread business documents for errors in grammar and usage.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Recognize the grammar handbook as a useful information resource to solve questions about grammar and usage.

2. Improve ability to identify correct pronoun usage, correct adjective and adverb usage, and correct verb usage.

3. Improve skills in structuring prepositional phrases and verbal phrases.

4. Improve ability to distinguish between sentence fragments and complete sentences.

5. Improve ability to distinguish between run-on sentences and legitimately constructed simple, compound, and complex sentences.

6. Improve ability to punctuate sentences with phrases and clauses.

7. Improve ability to structure dependent and independent clauses.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1.1 In textbook or supplementary exercises, students will demonstrate the ability to use correct noun forms in oral or written communication by identifying correct usage.

2.1 In textbook or supplementary exercises, students will demonstrate the ability to use personal and relative pronouns in oral or written communication by identifying correct pronoun usage.

3.1 In textbook or supplementary exercises, students will demonstrate the ability to choose adjective and adverbs correctly for oral or written communication by identifying correct adjective and adverb usage.

4.1 In textbook or supplementary exercises, students will demonstrate the ability to choose verbs for oral or written communication by identifying correct verb usage.

5.1 In textbook or supplementary exercises, students will demonstrate the ability to structure prepositional phrases in oral or written communication by identifying correct structure and correct punctuation for prepositional phrases.

5.2 In textbook or supplementary exercises, students will demonstrate the ability to structure verbal phrases in oral or written communication by identifying correct structure and correct punctuation for verbal phrases.

6.1 In textbook or supplementary exercises, students will demonstrate the ability to structure compound and complex sentences in oral or written communication by distinguishing between dependent and independent clauses and identifying correct punctuation.

6.2 In textbook or supplementary exercises, students will demonstrate the ability to avoid creating sentence fragments in written communication by distinguishing between a sentence fragment and a complete sentence, by completing identified sentence fragments.

6.3 In textbook or supplementary exercises, students will demonstrate the ability to avoid creating run-on sentences in written communication by distinguishing between a run-on sentence and a legitimately constructed simple, compound, or complex sentence, and by correcting identified run-on sentences.

6.4 In textbook or supplementary exercises, students will demonstrate the ability to structure sentences with restrictive and nonrestrictive clauses by distinguishing between restrictive and nonrestrictive clauses and identifying correct punctuation.

6.5 In textbook or supplementary exercises, students will demonstrate the ability to structure sentences with appositives by identifying appositives and supplying correct punctuation.

6.6 In textbook or supplementary exercises, students will demonstrate the ability to structure sentences with subordinate ideas by identifying subordinate clauses and supplying correct punctuation.

7.1 In textbook or supplementary exercises, students will demonstrate the ability to use interjections correctly in written communication by identifying interjections and supplying correct punctuation.

METHODOLOGY

Pretest students to determine strengths and weaknesses in grammar and usage. Use textbook and supplementary exercises to teach the content of this unit. Teach grammar and usage as a review. Use relevant examples to demonstrate concepts rather than emphasizing rules. Do not dwell on grammar and usage as a separate part of communication, but correlate the study with other communication skills as a need occurs. Structure activities to provide opportunity for students to practice weak areas orally. Oral grammar and usage exercises make good "filler" activities for a few minutes of time remaining before the bell rings.

SUGGESTED APPROACHES

1. Use oral drills to practice overcoming grammatical errors such as verb usage with second person singular subject.
2. Assign proofreading for errors in grammar and usage.

UNIT OUTLINE

GRAMMAR AND USAGE

I. Nouns

II. Pronouns

III. Adjective and adverbs

IV. Verbs

V. Phrases and phrase openers

   A. Prepositional phrases
   B. Verbal phrases

VI. Conjunctions, clauses, and other clause openers

   A. Dependent and independent clauses
   B. Sentence fragments
   C. Run-on sentences
   D. Restrictive and nonrestrictive clauses
   E. Appositives
   F. Subordinate ideas

VII. Interjections

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1.1 In textbook or supplementary exercises, students will demonstrate the ability to use correct noun forms in oral or written communication by identifying correct usage.

Subject Matter Content	Learning Activities
Nouns	1. Identifying singular and plural forms of nouns 2. Choosing possessive nouns to show ownership 3. Using possessive nouns correctly in sentences with verbal phrases 4. Solving usage questions with a manual of grammar and style

2.1 In textbook or supplementary exercises, students will demonstrate the ability to use personal and relative pronouns in oral or written communication by identifying correct pronoun usage.

Subject Matter Content	Learning Activities
Pronouns	1. Choosing possessive personal pronouns to show ownership
	2. Distinguishing pronoun-antecedent agreement: indefinite pronouns collective nouns plural nouns compound subjects
	3. Choosing personal pronouns that agree with their antecedent
	4. Selecting personal pronouns in the nominative or objective case
	5. Choosing first person singular or plural forms
	6. Choosing the relative pronouns who or whom for nominative or objective case
	7. Choosing the relative pronouns who, which, that, or what to introduce a clause
	8. Solving usage questions with a manual of grammar and style

3.1 In textbook or supplementary exercises, students will demonstrate the ability to choose adjective and adverbs correctly for oral or written communication by identifying correct adjective and adverb usage.

Subject Matter Content	Learning Activities
Adjectives and Adverbs	1. Choosing the correct form of troublesome modifiers

2. Selecting the correct form of adjectives and adverbs of comparison
3. Identifying incorrect use of double negatives as modifiers
4. Solving usage questions with a manual of grammar and style

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4.1 In textbook or supplementary exercises, students will demonstrate the ability to choose verbs for oral or written communication by identifying correct verb usage.

Subject Matter Content

Verbs

Learning Activities

1. Identifying principal parts of regular and irregular verbs
2. Identifying correct use of troublesome verbs
3. Identifying compatible verb tenses in sentences and paragraphs
4. Identifying subject-verb agreement in sentences with collective noun subjects, compound subjects, definite/ indefinite pronouns, interrupting words/ phrases, prepositional phrases, and relative clauses
6. Solving usage questions with a manual of grammar and style

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5.1 In textbook or supplementary exercises, students will demonstrate the ability to structure prepositional phrases in oral or written communication by identifying correct structure and correct punctuation for prepositional phrases.

Subject Matter Content

Learning Activities

Prepositional Phrases	1. Identifying prepositions and prepositional phrases 2. Choosing the correct form of troublesome prepositional phrase clusters 3. Punctuating long introductory prepositional phrases 4. Identifying and correcting misplaced modifying prepositional phrases 5. Solving usage and punctuation questions with manual of grammar and style

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5.2 In textbook or supplementary exercises, students will demonstrate the ability to structure verbal phrases in oral or written communication by identifying correct structure and correct punctuation for verbal phrases.

Subject Matter Content	Learning Activities
Verbal Phrases	1. Identifying and punctuating introductory participial phrases 2. Identifying and correcting nonparallel use of phrases 3. Identifying and correcting misplaced verbal phrases 4. Identifying and correcting split infinitive phrases 5. Solving grammatical questions with a manual of grammar and style

---

6.1 In textbook or supplementary exercises, students will demonstrate the ability to structure compound and complex sentences in oral or written communication by distinguishing between dependent and independent clauses and identifying correct punctuation.

Subject Matter Content	Learning Activities
Dependent and Independent Clauses	1. Distinguishing clauses from phrases 2. Identifying the following clause openers: correlative conjunction coordinating conjunction subordinating conjunction relative pronouns conjunctive adverbs 3. Distinguishing dependent and independent clauses and supplying correct punctuation 4. Identifying and correcting conjunction errors 5. Solving punctuation questions with a manual of grammar and style

---

6.2 In textbook or supplementary exercises, students will demonstrate the ability to avoid creating sentence fragments in written communication by distinguishing between a sentence fragment and a complete sentence, by completing identified sentence fragments.

Subject Matter Content	Learning Activities
Sentence Fragments	1. Examining and correcting common sentence fragments, such as the missing helping verb fragment, the adjective clause fragment, the adverb clause fragment, the phrase fragments, the "and," "but," and "yet" fragments, and fragments complicated by adverbs 2. Identifying and correcting other sentence fragments 3. Solving punctuation questions with a manual of grammar and style

6.3 *In textbook or supplementary exercises, students will demonstrate the ability to avoid creating run-on sentences in written communication by distinguishing between a run-on sentence and a legitimately constructed simple, compound, or complex sentence; and by correcting identified run-on sentences.*

Subject Matter Content	*Learning Activities*
Run-on Sentence	*1. Discussing circumstances that create run-on sentences* *2. Illustrating circumstances that create run-on sentences* *3. Using coordinating conjunctions and other transitional words and supplying proper punctuation to correct run-on sentences* *4. Solving punctuation questions with a manual of grammar and style*

6.4 *In textbook or supplementary exercises, students will demonstrate the ability to structure sentences with restrictive and nonrestrictive clauses by distinguishing between restrictive and nonrestrictive clauses and identifying correct punctuation.*

Subject Matter Content	*Learning Activities*
Restrictive and Nonrestrictive Clauses	*1. Identifying restrictive/nonrestrictive clauses and supplying the correct punctuation* *2. Creating sentences with restrictive and nonrestrictive clauses and supplying the correct punctuation* *3. Solving punctuation questions with a manual of grammar and style*

6.5 In textbook or supplementary exercises, students will demonstrate the ability to structure sentences with appositives by identifying appositives and supplying correct punctuation.

Subject Matter Content	*Learning Activities*
Appositives	*1. Identifying and punctuating appositives* *2. Solving punctuation questions with a manual of grammar and style*

6.6 In textbook or supplementary exercises, students will demonstrate the ability to structure sentences with subordinate ideas by identifying subordinate clauses and supplying correct punctuation.

Subject Matter Content	*Learning Activities*
Subordinate Ideas	*1. Identifying words used as subordinate conjunctions* *2. Identifying subordinate clauses and supplying correct punctuation* *3. Creating sentences using subordinate conjunctions as transitional words* *4. Solving punctuation questions with a manual of grammar and style*

7.1 In textbook or supplementary exercises, students will demonstrate the ability to use interjections correctly in written communication by identifying interjections and supplying correct punctuation.

Subject Matter Content	*Learning Activities*
Interjections	*1. Identifying interjections and supplying appropriate punctuation*

2. *Writing sentences with interjections*

3. *Solving interjection punctuation questions with a manual of grammar and style*

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing textbook and supplementary grammar and usage exercises with 75 percent accuracy,

Completing writing assignments with the following: ideas and concepts developed and supported; organizational and transitional elements applied; and rules of the mechanics of writing, grammar, and usage applied,

Demonstrating ability to identify meanings of unknown words or common terms,

Demonstrating ability to apply reading techniques specified by the teacher,

Demonstrating ability to read and comprehend,

Demonstrating resourcefulness in locating information,

Demonstrating improved enunciation skills in oral drills and class discussions,

Demonstrating ability to listen and comprehend,

Demonstrating ability to record outline notes that provide accurate and complete information needed for future use,

Demonstrating awareness of concepts related to the psychology of communication, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbook and supplementary materials selected by the teacher

Pretest

SUPPLEMENTARY MATERIALS

Cassettes with Activity Book

English Modular Mini-Course/ Module 6

"Major Sentence Errors"

Educulture Publishers
1 Dubuque Plaza Suite 150
Dubuque, IA 52001

Handbooks

The Gregg Reference Manual Guide

Greg/McGraw Hill Book Company
P.O. Box 996
Norcross, GA 30091

The Reference Guide

Houghton Mifflin
13400 Midway Rd.
Dallas, TX 75234

Sound Filmstrips

Vocational English

Coronet Media
65 E. South Water Street
Chicago, IL 60601

Workbooks

Business English and Communication 5th ed.

Gregg/McGraw Hill
P.O. Box 996
Norcross, GA 30091

Communication Skills for the Processing of Words

South-Western Publishing Co.
5101 Madison Road
Cincinnati, Ohio 45227

Effective Business Communications

Delmar Publishers
50 Wolf Road
Albany, NY 12205

Effective English for Business Communication 7th ed.

South-Western Publishing Co.
5101 Madison Road
Cincinnati, Ohio 45227

English Made Easy
Gregg/McGraw Hill
P.O. Box 996
Norcross, GA 30091

English Made Easier
AMSCO School Publications Inc.
315 Hudson Street
New York, NY 10013

RESOURCES

Burtness, Paul S. and Alfred T. Clark, Jr. Effective English for Business Communication. 7th ed. Cincinnati, Ohio: South-Western Publishing Co., 1980.

Burnett, Mary Joyce and Alta Dollar. Business English--A Communications Approach. Boston, Massachusetts: Allyn and Bacon, Inc., 1979.

Bellafiore, Joseph. English Made Easier. New York, New York: AMSCO School Publications, Inc., 1974.

Branchaw, Bernadine P. English Made Easy. New York, New York: Gregg Division/ McGraw-Hill Book Company, 1979.

Himstreet, William C., Gerald W. Maxwell, and Mary Jean Onorato. Business Communications. Belmont, California: Pitman Learning Inc., 1982.

Holmes, Ralph M. The Reference Guide--A Handbook for Office Personnel. Boston, Massachusetts: Houghton Mifflin Company, 1980.

Phillips, Bonnie D. Business Communication. Albany, New York: Delmar Publishers, Inc., 1983.

Stewart, Marie M., et al. Business English and Communication. 5th ed. New York, New York: McGraw-Hill Book Company, 1978.

UNIT IX

BUSINESS REPORTS

INTRODUCTION

As the United States advances in its role as an information society, the business report will become even more vital as a medium for presenting and interpreting information for use both within and without an organization. Unfortunately, few people are skillful in composing and structuring business reports. Business reports can be structured in various formats ranging from a formally structured report to a complicated table or a simple list. Structuring a report in the most suitable format can save the readers' time. Therefore, efficient executives and office staff must be able to determine the best format for the information being presented. Writing sentences that are exact, concise, and grammatically correct can also save the reader's time. Time is money in the business world, and those employees who are skillful in writing reports that save company time will be the ones considered for promotion. Because business reports are often given orally, business leaders need to be skillful in giving oral presentations.

This unit is designed to give students practice in composing business reports and practice in structuring information using various methods of organization. It is also designed to give students experience in presenting oral reports in order that they might overcome faults, such as excessive nervousness, poor enunciation, inadequate volume, and poor eye contact, which are common in inexperienced speakers.

COMPETENCIES

1. Select the most appropriate method for gathering information under given circumstances.

2. Document information in business reports when appropriate.

3. Structure business reports in formats that facilitate easy reading and clear understanding.

4. Use charts and graphs to represent data for business reports, when appropriate.

5. Compose business reports that are clear and concise.

6. Type business reports accurately and efficiently.

7. Proofread business reports, locating all errors and correcting them neatly.

8. Present oral business reports clearly and confidently.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Recognize the function of a business report.
2. Recognize that the format of a business report is determined by its content and purpose.
3. Develop a variety of techniques for gathering information for business reports.
4. Recognize the importance of documenting information in some reports and develop an awareness that there are various acceptable methods that can be used to document the information.
5. Develop skills in composing business reports.
6. Develop the habit of using a thesaurus and improve skills in choosing words for exactness and variety.
7. Improve skills in structuring and typing business reports.
8. Improve proofreading skills and techniques for correcting errors.
9. Develop skills in presenting oral business reports.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1.1 On a written test, students will state the function of a business report.

2.1 On a written test, students will distinguish between formal reports and informal reports by matching each term to its definition.

2.2 In an exercise to structure and type various parts of a formal report from printed copy, students will structure and type the following parts of a business report: title page, table of contents, body, and bibliography.

3.1 On a written test, students will identify kinds of business reports by matching each term to its definition.

4.1 In an exercise to type an agenda from information dictated by the teacher or recorded in rough draft form, students will structure and type the information in a format suitable for an agenda.

5.1 In an exercise to type minutes from a rough draft, students will structure and type the information in a format suitable for minutes of a business meeting.

6.1 In an exercise to compose and type a news release from unarranged information, students will structure and type the information in a format suitable for a news release.

7.1 In an exercise to type and graphically produce a statistical report, students will match the appropriate format--graph, chart, flow chart, table--to four sets of unarranged data and create an accurate and complete business report.

8.1 On a written test, students will demonstrate awareness of methods of gathering information by matching each term to its definition.

8.2 In an exercise on brainstorming, each student will demonstrate ability to use brainstorming by contributing at least one idea as the class identifies a subject for a survey.

8.3 In an exercise to develop and manage a survey, students will create a questionnaire to gather the information, collect the information, compile the data, and record the information on a chart.

9.1 On a written test, students will identify a thesis statement by matching the term to its definition.

9.2 On a written test, students will demonstrate knowledge of functions of the introduction and conclusion of a business report by matching each term to its definition.

9.3 In an exercise to compose and type a short thesis, students will make a thesis statement, support the thesis with ideas and details, and type the report with all errors corrected.

9.4 In an exercise to compose and type a documented formal report, students will make a thesis statement, support the thesis with facts and details, document the information with footnotes and a bibliography, and type the report with all errors corrected.

10.1 In an exercise to prepare and present an oral report using visual aids, students will organize information and materials previously collected as examples of the "ten methods of advertising" and will deliver a speech on "Advertising Methods" using the examples as visual aids.

METHODOLOGY

Writing assignments throughout the year should have been preparing the student to begin writing thesis business reports. Use the information from this unit outline and other available sources to introduce the topical content of business reports. Structure learning activities that give students opportunity to use various methods of gathering information and opportunity to practice recording information in various formats. Students will present oral reports using the samples of advertising gathered in Unit VI.

SUGGESTED APPROACHES

1. Create writing assignments that require students to support thesis statements with various kinds of information, such as reasons, examples, facts, and details.

2. Create writing assignments that require students to organize reports using various methods of organization, such as cause and effect, comparison, chronological order, analysis, and order of importance.

UNIT OUTLINE

BUSINESS REPORTS

I. Function of a business report

II. Formal and informal reports

   A. Informal reports--emphasis only on content
   B. Formal reports--emphasis on structure as well as content, usually containing a title page, table of contents, body, and bibliography; may also contain an introduction, appendixes, a glossary, and an index

III. Types of business reports

   A. Business letters--written documents usually addressed to specific receivers outside an organization
   B. Interoffice memorandums--written documents usually addressed to specific receivers inside an organization
   C. Analytical reports--reports which define the problem, present data to analyze the problem, draw conclusions from the data, and make recommendations
   D. Theses--statements which offer propositions to be proved or substantiated
   E. Agendas--outline of the topics to be considered at a meeting
   F. Minutes--records of business transacted in a meeting
   G. News releases--reports which inform the public about company policies or activities
   H. Charts--information in the form of a table, a diagram, or a graph
   I. Tables--rows or columns of facts or figures representing a great deal of information
   J. Graphs--chart a series of points that represent subject(s) being measured
   K. Flowcharts--diagrams with symbols that indicate the step by step sequence of a procedure
   L. Printed forms--forms which organize data in a prescribed manner

IV. Typing agendas

V. Typing minutes

VI. Writing a news release

VII. Creating statistical reports

VIII. Methods of gathering information

   A. Brainstorming--problem-solving technique that allows the spontaneous contribution of as many ideas as possible without any attempt to judge the worth of any idea
   B. Interviews--face-to-face meetings which allow individuals to gather data by asking questions
   C. Surveys/questionnaires--sets of written questions that can be used to obtain the written responses of a large number of people
   D. Published sources--sources used to research topics about which data are already available

IX. Writing a thesis

   A. Thesis statement--proposition to be proved
   B. Introduction--preparing the reader for the information that follows
   C. Body--material such as definitions, clarifications, examples, and statistics that support the thesis
   D. Conclusion has two functions
      1. To review the major theme of the report
      2. To tie the report together

X. Oral business reports

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1.1 On a written test, students will state the function of a business report.

Subject Matter Content	Learning Activities
Function of a Business Report	1. Discussing the function of a business report and recording information in a notebook
	2. Recalling the function of a business report for a unit test

2.1 On a written test, students will distinguish between formal reports and informal reports by matching each term to its definition.

Subject Matter Content	Learning Activities
Formal and Informal Reports	1. Discussing the differences in formal and informal reports and recording their definitions in a notebook 2. Examining the various parts of a formal report and reviewing the terms for those parts, such as table of contents, appendices, bibliography, which were introduced in Unit V 3. Recalling definitions of formal and informal reports on a unit test

2.2 In an exercise to structure and type various parts of a formal report from printed copy, students will structure and type the following parts of a business report: title page, table of contents, body, and bibliography.

Subject Matter Content	Learning Activities
Parts of a Formal Report	1. Examining parts of a formal report and discussing the spacing guidelines for structuring the parts of a formal report 2. Typing a title page, table of contents, body, and bibliography from printed copy

3.1 On a written test, students will identify kinds of business reports by matching each term to its definition.

Subject Matter Content	Learning Activities
Types of Business Reports	1. Discussing types of business

reports, their similarities and differences and recording information in a notebook

2. *Examining samples of various kinds of business reports and discussing situations where each kind would be used appropriately*
3. *Recalling definitions of kinds of business reports for a unit test*

4.1 *In an exercise to type an agenda from information dictated by the teacher or recorded in rough draft form, students will structure and type the information in a format suitable for an agenda.*

Subject Matter Content	*Learning Activities*
Typing an Agenda	1. *Reviewing the function of an agenda* 2. *Examining various acceptable formats for typing an agenda* 3. *Recording information for an agenda dictated by the teacher* 4. *Structuring and typing an agenda* 5. *Proofreading and correcting errors*

5.1 *In an exercise to type minutes from a rough draft, students will structure and type the information in a format suitable for minutes of a business meeting.*

Subject Matter Content	*Learning Activities*
Typing Minutes	1. *Discussing the kind of information that is often recorded in minutes* 2. *Examining various acceptable formats for recording minutes*

3. Structuring and typing minutes in a suitable format
4. Proofreading and correcting errors

6.1 In an exercise to compose and type a news release from unarranged information, students will structure and type the information in a format suitable for a news release.

Subject Matter Content	Learning Activities
Writing a News Release	1. Discussing the information that must be recorded in a news release 2. Examining various acceptable formats to record a news release 3. Composing a news release for a recent school event described by the teacher and sending the release to the school paper, local newspaper, or radio 4. Structuring and typing a news release 5. Proofreading and correcting errors

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7.1 In an exercise to type and graphically produce a statistical report, students will match the appropriate format--graph, chart, flow chart, table--to four sets of unarranged data and create an accurate and complete business report.

Subject Matter Content	Learning Activities
Creating Graphs, Charts Flow Charts and Tables	1. Discussing the content of each set of data supplied by the teacher and selecting an appropriate format to represent each set of data 2. Creating in the preferred format --graph chart, flow chart, or table--a statistical report to

represent each of the four sets of data supplied by the teacher

3. Proofreading and correcting all errors

8.1 On a written test, students will demonstrate awareness of methods of gathering information by matching each term to its definition.

Subject Matter Content	Learning Activities
Methods of Gathering Information	1. Discussing the meaning of terms for gathering information and recording the information in a notebook 2. Recalling definitions of methods of gathering information for a unit test

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8.2 In an exercise on brainstorming, each student will demonstrate ability to use brainstorming by contributing at least one idea as the class identifies a subject for a survey.

Subject Matter Content	Learning Activities
Brainstorming	1. Selecting the topic for the class project 2. Brainstorming and recording on the chalk board possible items for a survey that would interest the class

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8.3 In an exercise to develop and manage a survey, students will create a questionnaire to gather the information, collect the information, compile the data, and record the information on a chart.

Subject Matter Content	Learning Activities
Managing a Survey	1. Examining sample surveys for structure and content

2. Discussing possible formats for the questionnaire
3. Developing questions for the questionnaire
4. Structuring and typing the questionnaire
5. Compiling data from the questionnaire
6. Selecting the chart form--graph, diagram, table--for recording the data and recording the information in a statistical report

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9.1 On a written test, students will identify a thesis statement by matching the term to its definition.

Subject Matter Content	*Learning Activities*
Thesis Statement	1. Discussing the meaning of the thesis statement and recording the information in a notebook 2. Recalling the definition of the thesis statement for a unit test

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9.2 On a written test, students will demonstrate knowledge of functions of the introduction and conclusion of a business report by matching each term to its definition.

Subject Matter Content	*Learning Activities*
Introduction and Conclusion	1. Discussing the functions of the introduction and conclusion of a report and recording information in a notebook 2. Recalling functions of the introduction and conclusion for a unit test

9.3 In an exercise to compose and type a short thesis, students will make a thesis statement, support the thesis with ideas and details, and type the report with all errors corrected.

Subject Matter Content	Learning Activities
Writing a Short Thesis	1. Discussing topics suitable for a thesis report and getting the teacher's approval for the topic 2. Writing a clear thesis statement 3. Organizing facts and details for the report 4. Outlining the report 5. Drafting the report in rough form giving attention to transition and coherence 6. Using resources to answer questions on spelling, vocabulary, and grammar 7. Composing and typing a short thesis for evaluation 8. Proofreading and correcting all errors

9.4 In an exercise to compose and type a documented formal report, students will make a thesis statement, support it with facts and details, document the information with footnotes and a bibliography, and type the report with all errors corrected.

Subject Matter Content	Learning Activities
Writing a Documented Thesis	1. Doing preliminary research and selecting a topic 2. Writing a clear thesis statement

3. Researching the topic and recording information for accurate footnotes and bibliography entries
4. Organizing facts and details for the report
5. Outlining the report
6. Drafting the report in rough form giving attention to transition and coherence
7. Using resources to answer questions on spelling, vocabulary, and grammar
8. Composing and typing the report for evaluation
9. Proofreading and correcting all errors

10.1 In an exercise to prepare and present an oral report using visual aids, students will organize information and materials previously collected as examples of the "ten methods of advertising" and will deliver a speech on "Advertising Methods" using the examples as visual aids.

Subject Matter Content	*Learning Activities*
Oral Business Reports	1. *Organizing materials and outlining the oral report* 2. *Trimming the examples of advertising and mounting them for display* 3. *Reviewing "Guide for Report on Advertising Methods" (Appendix A)* 4. *Delivering oral reports in class* 5. *Evaluating oral reports using the "Oral Report Checklist" (Appendix B)*

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Completing assignments to produce documents that are structured and typed in suitable format,

Completing composing and typing assignments with the following: ideas and concepts developed and supported; organizational and transitional elements applied; and rules of the mechanics of writing, grammar, and usage applied,

Contributing ideas in brainstorming activities,

Participating in activities to complete a survey,

Presenting an oral report with the following: ideas and concepts developed and supported; organizational and transitional elements applied; and guidelines for voice and speech applied,

Demonstrating ability to identify meanings of unknown words or common terms,

Demonstrating ability to apply reading techniques specified by the teacher,

Demonstrating ability to read and comprehend,

Demonstrating resourcefulness in locating information,

Demonstrating improved enunciation skills in oral drills and class discussions,

Demonstrating ability to listen and comprehend,

Demonstrating ability to record outline notes that provide accurate and complete information needed for future use,

Demonstrating awareness of concepts related to the psychology of communication, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbook and supplementary materials selected by the teacher

Word reference book

Oral report checklist

Tape recorder

Appendix A

GUIDE FOR REPORT ON ADVERTISING METHODS

Planning the Report

Consider the following questions:
1. What technique is used? Does it use more than one technique?
2. What catches the consumer's attention?
3. What need does the consumer feel?
4. How will the product meet this need?
5. What persons or symbols demonstrate transfer characteristics?
6. Are loaded words used?
7. Is information selectively used?

Guidelines for Using Visual Aids

1. Cut out examples of advertising methods and mount each example separately on poster board.
2. Practice handling visual aids while talking.
3. Place visuals high enough to be seen in the rear of the room.
4. Face the audience and maintain good eye contact. Turn to the visual only to direct the attention of the audience to the visual.
5. Explain the visuals. Note audience feedback to assure that the explanations are understood.
6. Remove each visual when reference to it is concluded in order to avoid distracting the audience during the remainder of the presentation.

Techniques to Make a Speech Interesting

1. Personal Experience--give examples from your own life.
2. Dramatizing an Experience--vividly describe an experience.
3. Humor--tell a funny story or joke to emphasize a point.
4. Comparisons/Contrasts--point out characteristics of new idea that are different from or similar to a familiar idea.
5. Recitation--repeating words verbatim to stress a point.
6. "Now Get This"--inform audience when a point is significant.
7. Restatement--repeating idea in different words to clarify.
8. Quotations--quote authorities on subject to add support.
9. Statistics--support ideas with facts.
10. Audiovisuals--demonstrate ideas with diagrams, models, etc.

Appendix B

ORAL REPORT CHECKLIST

Speaker____________________ **Assignment**____________________

	Excellent	Very Good	Satisfactory	Needs Improvement	Poor	COMMENTS
Organization of Report						
Introduction						
Body						
Conclusion						
Behavior and Mannerisms						
Eye Contact						
Facial Expression						
Vocal Distracters						
Posture and Gesture						
Voice and Speech						
Pitch						
Volume						
Quality						
Rate						
Emphasis						

Evaluator____________________ **Date** ____________________

Appendix D

RELATED TERMS

analyze
accordance
authenticity
clarify
collate
compilation
concise
contradict
critique
data
discount
edit
evaluate
enumerate
factual
footnotes
format
function
induce
interpret
intricate
logical
manuscript
periodicals
paraphrase
plagiarism
plausible
proposition
relevant
sequential
statistics
subordination
substantiate
superscript
transition
verbatim

Appendix E

UNIT TEST

BUSINESS REPORTS

Matching:

1. Formal reports
2. Informal reports
3. Business letters
4. Interoffice memorandums
5. Analytical report
6. Thesis
7. Agenda
8. Minutes
9. News release
10. Charts
11. Table
12. Graphs
13. Flowcharts
14. Brainstorming
15. Interviews
16. Surveys/questionnaires
17. Published sources
18. Thesis statement
19. Printed forms
20. Introduction
21. Conclusion

a. Written documents usually addressed to specific receivers outside an organization
b. Rows or columns of facts or figures representing a great deal of information
c. Notes taken to provide a record of a meeting
d. Emphasis is only on content
e. Informs the public about company policies or activities
f. Sheet giving information in the form of a table, a diagram, or a graph
g. Written documents usually addressed to specific receivers inside an organization
h. Can be used to research topics about which data are already available
i. Allows individuals to gather data by asking questions in a face-to-face meeting
j. Diagrams with symbols that indicate the step by step sequence of a procedure
k. Problem solving technique that allows spontaneous contribution of as many ideas as possible without any attempt to judge the worth of any ideas offered
l. Emphasis is on structure as well as content
m. Defines a problem, presents data to analyze the problem, draws conclusions from the data, and makes recommendations
n. Organize data in a prescribed manner
o. Offers a proposition to be proved or substantiated
p. Sets of written questions that can be used to obtain the written responses of a large number of people
q. An outline of topics to be considered at a meeting
r. Prepares the reader for the information that follows
s. The function is to review the theme or tie the report together
t. A proposition to be proved
u. Chart a series of points that represent the subject(s) being measured

Appendix F

KEY TO UNIT TEST

Matching:

1. l
2. d
3. a
4. g
5. m
6. o
7. q
8. c
9. e
10. f
11. b
12. u
13. j
14. k
15. i
16. p
17. h
18. t
19. n
20. r
21. s

SUPPLEMENTARY MATERIALS

Cassettes and Activity Books

English Modular Mini-Course

"Paragraph Development," Modules 16A and 16B
"The Term Paper," Module 17
Educulture Publishers
Interactive Learning Systems
1 Dubuque Plaza, Suite 150
Dubuque, IA 52001
800-553-4858

The Business Report/Module 3

"Finding the Facts"
Educulture Publishers
1 Dubuque Plaza, Suite 150
Dubuque, IA 52001
800-553-4858

Mini-Courses in Rhetoric and Critical Thinking

"Organizing Your Writing," Module 1
"Outlining," Module 2
"Unity," Module 3
"Coherence," Module 4
"Emphasis," Module 5
"Adequate Development," Module 6
"Definition," Module 7
"Comparison and Contrast," Module 8
"Classification and Analysis," Module 9
"Word Economy," Module 17
"Effective Diction," Module 16
"Word Order," Module 18
"Tone," Module 20
Educulture Publishers
Interactive Learning Systems
1 Dubuque Plaza, Suite 150
Dubuque, IA 52001
800-553-4858

Handbooks

The Gregg Reference Manual Guide

Gregg/McGraw Hill Book Company
P.O. Box 996.
Norcross, GA 30091

The Reference Guide

Houghton Mifflin
13400 Midway Rd.
Dallas, TX 75234

Textbooks

Putting English to Work for Work
Silver Burdett
250 James Street
Morristown, NJ 07860

Workbooks

Effective Business Communications
Delmar Publishers
50 Wolf Road
Albany, NY 12205

Writing Short Business Reports
Gregg/McGraw Hill Book Company
P.O. Box 99[illegible].
Norcross, GA 30091

RESOURCES

Burnett, Mary Joyce and Alta Dollar. Business English. Boston, Massachusetts: Allyn and Bacon, Inc., 1979.

Burnett, Mary Joyce and Alta Dollar. Business English--A Communications Approach. Boston, Massachusetts: Allyn and Bacon, Inc., 1979.

Burtness, Paul S. and Alfred T. Clark, Jr. Effective English for Business Communication. 7th ed. Cincinnati, Ohio: South-Western Publishing Co., 1980.

Himstreet, William C., Gerald W. Maxwell, and Mary Jean Onorato. Business Communications. Belmont, California: Pitman Learning Inc., 1982.

Holmes, Ralph M. The Reference Guide--A Handbook for Office Personnel. Boston, Massachusetts: Houghton Mifflin Company, 1980.

Phillips, Bonnie D. Business Communication. Albany, New York: Delmar Publishers, Inc., 1983.

Ruffino, Norma Carr. Writing Short Business Reports. New York, New York: Gregg Division/McGraw-Hill Book Company, 1980.

Stewart, Marie M., et al. Business English and Communication. 5th ed. New York, New York: McGraw-Hill Book Company, 1978.

UNIT X

BUSINESS LETTERS AND MEMOS

INTRODUCTION

The business letter is one of the most frequently used tools of business communication. The ability to compose and dictate effective business documents is becoming increasingly important as machine dictation is expected to increase with word processing. Although letter composition is a task many business people are required to do, they frequently have had little training.

Since this is a guide for Business English rather than English for the clerical student, this unit was designed to emphasize composition of effective business letters rather than production of business letters. By the end of this unit, the student should be able to compose common business letters and should be able to format the letter in a style acceptable in the business world.

COMPETENCIES

1. Compose effective business letters and memos.
2. Select the appropriate letter or memo format for the circumstance.
3. Structure and type business letters in standard letter styles efficiently and accurately.
4. Structure and type business envelopes in standard formats efficiently and accurately.
5. Structure and type memos in standard formats efficiently and accurately.
6. Proofread letters and memos, locating all errors and correcting them neatly.
7. Plan and dictate business communications efficiently.

GENERAL OBJECTIVES/GOALS

1. Recognize acceptable structure and placement of letter parts in standard business letter styles.
2. Recognize acceptable structure and placement of the address, special handling notations, and special mail notations on business envelopes.
3. Recognize acceptable structure for memos.

4. Recognize business communication circumstances appropriate for memos and business communication circumstances appropriate for business letters.

5. Develop a systematic approach to composing various kinds of positive and negative business letters.

6. Develop skill in composing memos.

7. Improve skills in structuring and typing letters, memos, and envelopes.

8. Improve proofreading skills and techniques for correcting errors.

9. Develop skills in dictating letters and memos.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1.1 On a written test, students will demonstrate knowledge of correct position for essential and optional (special) parts of business letters by labeling the parts of business letter facsimiles.

1.2 On a written test, students will demonstrate knowledge of various acceptable formats for parts of a business letter by recording the following: two formats for an attention line, two formats for a subject line, three formats for reference initials, three formats for enclosure notations, and two formats for copy notations.

1.3 On a written test, students will explain the meaning and purpose of a blind copy (bc) by defining the term and describing a situation in which a blind copy would be appropriate.

2.1 On a written test, students will demonstrate knowledge of correct formats for block, modified block, and AMS simplified letter styles by labeling business letter facsimiles.

3.1 On a written test, students will distinguish between open and mixed punctuation by defining the terms.

4.1 In an exercise to type from printed copy business letters of various lengths and styles and with various letter parts, students will complete in mailable quality three letters that include the following characteristics:
    return address (for a personal business letter)
    all optional parts
    block, modified block, AMS simplified format
    open punctuation, mixed punctuation
    a short letter, a medium letter, a long letter

5.1 On a written test, students will demonstrate knowledge of correct positions for the address, special mailing notations, and special handling notations on envelopes by labeling the parts of a business envelope facsimile.

5.2 In an exercise to type envelopes from unarranged information, students will position addresses and special notations in correct locations and will complete envelopes in mailable quality.

5.3 On a written test, students will demonstrate knowledge of the two-letter, all-capital abbreviations for the 50 states by recording the abbreviations beside each state name.

6.1 In a writing assignment to explain the "you" attitude in business letters, students will describe how to apply the technique and relate why it is effective in creating good business relations.

7.1 On a written test, students will describe the three steps in the model for writing positive letters.

8.1 In an exercise to compose and type from unarranged information letters that ask or transmit, students will follow the model for writing positive letters and will complete the following three letters in mailable quality: an order letter, an inquiry letter, and a transmittal letter.

8.2 In an exercise to compose and type from unarranged information letters that answer or acknowledge, students will follow the model for writing positive letters and will complete the two letters in mailable quality.

8.3 In an exercise to compose and type from unarranged information a public relations letter and a social-business letter, students will follow the model for writing positive letters and will complete the two letters in mailable quality.

9.1 On a written test, students will describe the three steps in the model for writing negative business letters using the direct approach.

9.2 On a written test, students will describe the four steps in the model for writing negative business letters using the indirect approach.

10.1 In an exercise to compose and type negative letters from unarranged copy, students will use the direct approach and the indirect approach to complete the four following letters in mailable quality: a claim and adjustment letter with the direct approach, a credit and collection letter with the direct approach, a claim and adjustment letter with the indirect approach, and a credit and collection letter with the indirect approach.

11.1 In an exercise to type memorandums from printed copy, students will complete a memo on a printed form and complete a memo with typed headings.

11.2 On a written test, students will demonstrate ability to choose the memo format appropriate for business communications by listing three kinds of communications that would be appropriate for memo format.

11.3 In an exercise to compose and type memos from unarranged information, students will complete three memos in mailable quality.

12.1 On a written test, students will demonstrate knowledge of guidelines for dictating business messages by completing statements on the guidelines for dictating messages.

12.2 In an exercise to plan and dictate business messages from unarranged information, students will plan and dictate a business letter and a memo.

METHODOLOGY

This unit provides limited supplementary materials because Business English textbooks cover the topic of business letters well. Also, there is an abundance of supplementary material in typing books and other vocational publications.

Students need frequent experience in writing various types of business letters and memos from unarranged information. They should begin with the simplest type of letter, such as a letter of request, and progress to more complicated letters. Use models for each kind of letter to assure that the students understand what is required to complete that kind of letter. Encourage students to revise their drafts to make the messages more concise. Structure assignments to give students experience in dictating letters and memos.

SUGGESTED APPROACHES

1. Require students to create a style sheet to be used while typing letters.
2. Locate or create a collection of rough drafts of business letters and memos for students to revise.
3. Outline a variety of business letters for students to compose and produce at their own pace. Indicate information to include and suggest words or phrases that would be suitable for that kind of letter.
4. Distribute copies of out-of-date terms for class discussion.

UNIT OUTLINE

BUSINESS LETTERS AND MEMOS

I. Business letter parts

- A. Essential parts
  1. Letterhead or return address
  2. Inside address
  3. Salutation
  4. Body
  5. Complimentary close
- B. Optional parts
  1. Special mail notations
  2. Attention line
  3. Subject line
  4. Company name
  5. Enclosure notations
  6. Copy notations
  7. Postscript

II. Letter styles

- A. Block
- B. Modified block
- C. AMS simplified

III. Open and mixed punctuation

IV. Typing business letters

V. Structuring and typing envelopes

- A. Envelope formats
- B. State abbreviations

VI. The "you" attitude in business letters

VII. Model for writing positive letters

- A. Stating the purpose of the letter
- B. Adding necessary details and explanation
- C. Ending with a positive and courteous statement

VIII. Writing positive letters

- A. Letters that ask or transmit
  1. Order letters
  2. Inquiry letters
  3. Transmittal letters
- B. Letters that answer or acknowledge

- C. Public relations and social business letters
    - 1. Thank you letters
    - 2. Congratulatory letters

IX. Model for writing letters in problem situations

- A. Direct approach
    - 1. Stating the problem in a positive way, commenting tactfully and impersonally about the fault of the reader
    - 2. Adding necessary details and explanation
    - 3. Ending with a courteous suggestion for solving the problem
- B. Indirect approach
    - 1. Open courteously; making a positive statement about the business relationship or identifying with the reader's feelings
    - 2. Explaining the problem; commenting tactfully and impersonally about the fault of the reader
    - 3. Stating the necessary action; offering alternatives when possible
    - 4. Ending with a positive and cordial statement

X. Kinds of negative letters

- A. Claim and adjustment
- B. Credit and collection

XI. Writing memorandums

- A. Memo format
    - 1. Memos on printed forms
    - 2. Memos with typed headings
- B. Communications appropriate for memo format
    - 1. Messages going to several people
    - 2. Messages going to people within an organization
    - 3. Messages requiring haste

XII. Guidelines for dictating messages

- A. Gathering materials needed for the message
- B. Highlighting important information in related documents
- C. Outlining notes for dictation
- D. Projecting elements of good speech
- E. Dictating special instructions first (kind of document, mailing instructions, number of copies, enclosures, etc.)
- F. Dictating in phrases as you think and speak
- G. Using natural voice inflections to indicate normal punctuation
- H. Varying sentence patterns
- I. Spelling unfamiliar or technical words
- J. Dictating special punctuation and indicating paragraphs
- K. Attaching related materials that will help the secretary type the letters

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1.1 On a written test, students will demonstrate knowledge of correct position for essential and optional (special) parts of business letters by labeling the parts of business letter facsimiles.

Subject Matter Content	Learning Activities
Business Letter Parts	1. Examining models of business letters and discussing the purpose and placement of essential parts
	2. Examining models of business letters and discussing the purpose and placement of optional parts
	3. Labeling the parts of a business letter facsimile for a unit test

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1.2 On a written test, students will demonstrate knowledge of various acceptable formats for parts of a business letter by recording the following: two formats for an attention line, two formats for a subject line, three formats for reference initials, three formats for enclosure notations, and two formats for carbon copy notations.

Subject Matter Content	Learning Activities
Various Formats for Letter Parts	1. Examining secretarial handbooks, Business English textbooks, and typing textbooks printed by several publishers to determine various formats recommended for attention lines, subject lines, signature lines for a female, reference initials, enclosure notations, carbon copy notations, and postscripts
	3. Demonstrating for practice formats for attention lines, subject lines, signature lines for

females, reference initials, enclosure notations, carbon copy notations, and postscripts described by the teacher

4. Recalling the acceptable formats for parts of a business letter for a unit test

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1.3 On a written test, students will explain the meaning and purpose of a blind copy (bc) by defining the term and describing a situation in which a blind copy would be appropriate.

Subject Matter Content	Learning Activities
Blind Copy	1. Discussing the meaning of a blind copy and situations requiring a blind copy
	2. Explaining the meaning and purpose of blind copy for a unit test

2.1 On a written test, students will demonstrate knowledge of correct formats for block, modified block, and AMS simplified letter styles by labeling business letter facsimiles.

Subject Matter Content	Learning Activities
Letter Styles	1. Examining models of block, modified block, and AMS letter styles
	2. Identifying letter styles by lableling business letter facsimiles for a unit test

3.1 On a written test, students will distinguish between open and mixed punctuation by defining the terms.

Subject Matter Content Learning Activities

Open and Mixed Punctuation	*1. Examining models of letters with open and mixed punctuation, discussing their differences, and recording information in a notebook* *2. Recalling definitions of open and mixed punctuation for a unit test*

4.1 In an exercise to type from printed copy business letters of various lengths and styles and with various letter parts, students will complete in mailable quality three letters that include the following characteristics:

- *return address (for a personal business letter)*
- *all optional parts*
- *block, modified block, AMS simplified format*
- *open punctuation, mixed punctuation*
- *a short letter, a medium letter, a long letter*

Subject Matter Content	*Learning Activities*
Typing Business Letters	*1. Reviewing spacing for short, medium, and long letters and reviewing format for block, modified block, and AMS simplified letter styles* *2. Structuring and typing business letters of various lengths and styles with various letter parts*

5.1 On a written test, students will demonstrate knowledge of correct positions for the address, special mailing notations, and special handling notations on envelopes by labeling the parts of a business envelope facsimile.

Subject Matter Content	*Learning Activities*
Envelope Format	*1. Examining models of envelopes and noting positions of the address, special mailing notations, and special handling notations*

2. Recalling correct positions for the address, special mailing notations, and special handling notations on a unit test

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5.2 In an exercise to type envelopes from unarranged information, students will position addresses and special notations in correct locations and will complete envelopes in mailable quality.

Subject Matter Content	Learning Activities
Typing Envelopes	1. Discussing suggested spacing for positioning addresses and special notations on envelopes 2. Typing envelopes with addresses and special notations in correct position

---

5.3 On a written test, students will demonstrate knowledge of the two-letter, all-capital abbreviations for the 50 states by recording the abbreviations beside each state name.

Subject Matter Content	Learning Activities
State Abbreviations	1. Examining and studying a list of states and two-letter, all-capital abbreviations 2. Recalling state abbreviations for a unit test

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6.1 In a writing assignment to explain the "you" attitude in business letters, students will describe how to apply the technique and relate why it is effective in creating good business relations.

Subject Matter Content	Learning Activities
The "You" Attitude in Business Letters	1. Reviewing basic human needs and their role in communication psychology (Unit I)

2. *Discussing the meaning of the "you" attitude in business letters and discussing how to apply it*
3. *Completing writing assignment exlaining the "you" attitude in business letters*

7.1 On a written test, students will describe the three steps in the model for writing positive letters.

Subject Matter Content	*Learning Activities*
Model for Writing Positive Letters	*1. Discussing steps in the model for writing positive letters and recording information in a notebook* *2. Recalling the steps for writing positive letters for a unit test*

8.1 In an exercise to compose and type from unarranged information letters that ask or transmit, students will follow the model for writing positive letters and will complete the following three letters in mailable quality: an order letter, an inquiry letter, and a transmittal letter.

Subject Matter Content	*Learning Activities*
Order Letters Inquiry Letters, and Transmittal Letters	*1. Examining samples of order letters, inquiry letters, and transmittal letters and relating their parts to the model for writing positive letters* *2. Composing for practice, introductory statements for various order letters, inquiry letters, and transmittal letters outlined by the teacher* *3. Pointing out similar patterns for introductory statements in these kinds of letters*

4. Relating that applying these patterns to begin letters of these types will encourage writing clearly and saving time

5. Composing for practice, follow-up information for various order letters, inquiry letters, and transmittal letters outlined by the teacher

6. Composing, for practice, various ending statements that are positive and cordial for the order letters, inquiry letters, and transmittal letters outlined by the teacher

7. Pointing out similar patterns in ending statements for these kinds of letters

8. Composing and typing for teacher evaluation an order letter, an inquiry letter, and a transmittal letter

---

8.2 In an exercise to compose and type from unarranged information letters that answer or acknowledge, students will follow the model for writing positive letters and will complete the two letters in mailable quality.

Subject Matter Content	Learning Activities
Letters that Answer or Acknowledge	1. Examining samples of letters that answer and letters that acknowledge and relating their parts to the model for writing positive letters
	2. Composing for practice, introductory statements for various letters that answer and letters that acknowledge outlined by the teacher
	3. Pointing out similar patterns for introductory statements in these kinds of letters

4. Relating that applying these patterns to begin letters of these kinds will encourage writing clearly and saving time
5. Composing for practice, follow-up information for various letters that answer and letters that acknowledge outlined by the teacher
6. Composing for practice, various ending statements that are positive and cordial
7. Pointing out similar patterns in ending statements for these kinds of letters
8. Composing and typing for teacher evaluation a letter that answers and a letter that acknowledges

---

8.3 In an exercise to compose and type from unarranged information a public relations letter and a social-business letter, students will follow the model for writing positive letters and will complete the two letters in mailable quality.

Subject Matter Content	Learning Activities
Public Relations Letters Social-Business Letters	1. Examining models of public relations letters and social-business letters, such as thank you letters or congratulatory letters, and relating their parts to the model for positive letters 2. Composing for practice, introductory statements for various public relations and social-business letters outlined by the teacher 3. Pointing out similar patterns for introductory statements in these kinds of letters

4. Relating that applying these patterns to begin letters of these kinds will encourage writing clearly and saving time
5. Composing for practice, follow-up information for various public relations letters and social-business letters outlined by the teacher
6. Composing for practice, various ending statements that are positive and cordial for the public relations and social business letters outlined by teacher
7. Pointing out similar patterns in ending statements for these kinds of letters
8. Composing and typing for teacher evaluation a public relations letter and a social-business letter

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9.1 On a written test, students will describe the three steps in the model for writing negative business letters using the direct approach.

Subject Matter Content	Learning Activities
Direct Approach for Writing Negative Letters	1. Discussing steps for writing negative letters using the direct approach and recording steps in a notebook 2. Recalling steps for writing negative letters using the direct approach for a unit test

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9.2 On a written test, students will describe the four steps in the model for writing negative business letters using the indirect approach.

Subject Matter Content

Indirect Approach for Writing Negative Letters

Learning Activities

1. Discussing steps for writing negative letters using the indirect approach and recording information in a notebook
2. Recalling steps for writing negative letters using the indirect approach for a unit test

---

10.1 In an exercise to compose and type negative letters from unarranged copy, students will use the direct approach and the indirect approach to complete the four following letters in mailable quality: a claim and adjustment letter with the direct approach, a credit and collection letter with the direct approach, a claim and adjustment letter with the indirect approach, and a credit and collection letter with the indirect approach.

Subject Matter Content

Claim/Adjustment Letters
Credit/Collection Letters

Learning Activities

1. Examining models of claim and adjustment letters and credit and collection letters and relating their parts to the direct and indirect models for writing negative letters
2. Composing for practice, introductory statements using the direct approach and the indirect approach for various claim and adjustment letters and credit and collection letters outlined by the teacher
3. Pointing out similar patterns for introductory statements in the direct approach and similar patterns for introductory statements in the indirect approach to these kinds of letters
4. Relating that applying direct and indirect patterns to begin letters of these kinds will encourage writing clearly and saving time

5. Composing for practice, follow-up information for claim and adjustment and credit and collection letters outlined by the teacher

6. Composing for practice, various sentences to end letters with positive and cordial statements or with courteous suggestions for solving a problem

7. Pointing out similar patterns in ending statements for these kinds of letters

8. Composing and typing for teacher evaluation claim and adjustment letters and credit and collection letters using both the direct and indirect models

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11.1 In an exercise to type memorandums from printed copy, students will complete a memo on a printed form and complete a memo with typed headings.

Subject Matter Content	Learning Activities
Typing Memorandums	1. Examining models of memorandums and discussing spacing recommendations for a memo on a printed form and a memo with typed headings 2. Typing from printed copy a memorandum on a printed form 3. Typing from printed copy a memorandum with typed headings

---

11.2 On a written test, students will demonstrate ability to choose the memo format appropriate for business communications by listing three kinds of communications that would be appropriate for memo format.

Subject Matter Content	*Learning Activities*
Communications Appropriate for Memo Format	*1. Discussing kinds of communications that are appropriate for memo format and recording information in a notebook* *2. Recalling kinds of communications appropriate for memo format for a unit test*

11.3 In an exercise to compose and type memos from unarranged information, students will complete three memos in mailable quality.

Subject Matter Content	*Learning Activities*
Composing Memos	*1. Discussing that the guidelines for composing a memo are the same as for composing business letters* *2. Composing and typing memos outlined by the teacher*

12.1 On a written test, students will demonstrate knowledge of guidelines for dictating business messages by completing statements on the guidelines for dictating.

Subject Matter Content	*Learning Activities*
Guidelines for Dictating Business Messages	*1. Discussing guidelines for dictating business messages and and recording information in a notebook* *2. Completing statements on guidelines for dictating business messages for a unit test*

12.2 In an exercise to plan and dictate business messages from unarranged information, students will plan and dictate a business letter and a memo.

Subject Matter Content	Learning Activities
Dictating Letters and Memos	1. Discussing the advantages of of using dictating equipment over dictating directly to a secretary 2. Planning the messages outlined by the teacher 3. Dictating to classmates the messages assigned by the teacher

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Completing assignments to produce documents that are structured and typed in suitable format and mailable quality,

Completing composing and typing assignments with the following: ideas and concepts developed and supported; organizational and transitional elements applied; and rules of the mechanics of writing, grammar, and usage applied,

Demonstrating ability to apply guidelines for dictating business messages,

Demonstrating ability to identify meanings of unknown words or common terms,

Demonstrating ability to apply reading techniques specified by the teacher,

Demonstrating ability to read and comprehend,

Demonstrating resourcefulness in locating information,

Demonstrating improved enunciation skills in oral drills and class discussions,

Demonstrating ability to listen and comprehend,

Demonstrating ability to record outline notes that provide accurate and complete information needed for future use,

Demonstrating awareness of concepts related to the psychology of communication, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbook and supplementary materials selected by the teacher

Word reference books

Writing manuals

Letterhead and envelopes

Appendix A

RELATED TERMS

facsimile

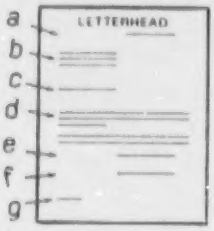
(Teachers are encouraged to create their own list of related terms.)

Appendix B

UNIT TEST

BUSINESS LETTERS AND MEMOS

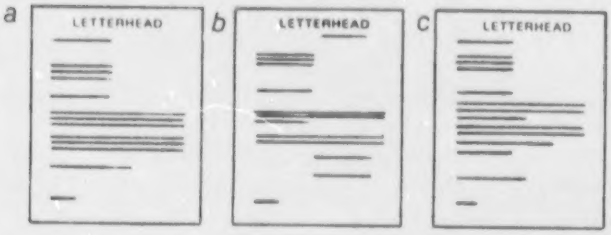
Part One: Facsimiles



1. Label the parts of the following business letter facsimiles:

   a) c) e) g)

   b) d) f)

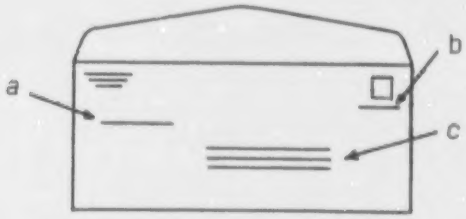


2. Identify the letter styles represented by the following facsimiles.

   a)

   b)

   c)



3. Label parts of the following business envelope facsimile.

   a)

   b)

   c)

Part Two: Fill in the Blank

Guidelines for dictating messages

1. ______ materials needed for the message
2. _________ important information in related documents
3. _______ notes for dictation
4. Projecting elements of good ______
5. Dictating _______ ____________ first
6. Dictating in phrases as you _____ and _____
7. Using natural voice inflections to indicate normal ___________
8. Varying sentence ________
9. Spelling __________ or _________ words
10. _______ special punctuation and ________ paragraphs
11. _______ related materials that will help the secretary type the letters

Part Three: Discussion

1. Record two acceptable formats for an attention line. Indicate whether the line would be centered (C) or placed to the left margin (L).
2. Record two acceptable formats for a subject line. Indicate whether the line would be centered (C) or placed to the left margin (L).
3. Record three acceptable formats for reference initials.
4. Record enclosure notations to indicate the following:
   a. Two items are enclosed
   b. A check is enclosed
5. Record three variations for simple enclosure notations.
6. Record two acceptable formats for copy notations.
7. List three steps in the model for writing positive letters.
8. List three steps in the model for writing negative business letters with the direct approach.
9. List four steps in the model for writing negative business letters with the indirect approach.
10. List three types of communications for which memo formats would be appropriate.
11. Define blind copy (bc) and describe a situation in which a blind copy would be appropriate.
12. Define open and mixed punctuation.

Part Four:

Record the two-letter, all-capital abbreviation for each of the 50 states and the District of Columbia

_____Alabama
_____Alaska
_____Arizona
_____Arkansas
_____California
_____Colorado
_____Connecticut
_____Delaware
_____Florida
_____Georgia
_____Hawaii
_____Idaho
_____Illinois
_____Indiana
_____Iowa
_____Kansas
_____Kentucky
_____Louisiana
_____Maine
_____Maryland
_____Massachusetts
_____Michigan
_____Minnesota
_____Mississippi
_____Missouri
_____Montana
_____Nebraska
_____Nevada
_____New Hampshire
_____New Jersey
_____New Mexico
_____New York
_____North Carolina
_____North Dakota
_____Ohio
_____Oklahoma
_____Oregon
_____Pennsylvania
_____Rhode Island
_____South Carolina
_____South Dakota
_____Tennessee
_____Texas
_____Utah
_____Vermont
_____Virginia
_____Washington
_____West Virginia
_____Wisconsin
_____Wyoming
_____District of Columbia

Appendix C

ANSWER KEY TO UNIT TEST

Part One: Facsimiles

1. a. Date
   b. Inside Address
   c. Salutation
   d. Body
   e. Closing
   f. Typed name
   g. Reference initials

2. a. Block
   b. Modified block
   c. AMS Simplified

3. a. Address
   b. Special handling notations
   c. Special mail notations

Part Two: Fill in the Blank

1. Gathering
2. Highlighting
3. Outlining
4. Speech
5. Special instructions
6. Think; speak
7. Punctuation
8. Patterns
9. Unfamiliar; technical
10. Dictating; indicating
11. Attaching

Part Three: Discussion

1. (Two examples of attention lines)

2. (Two examples of subject lines)

3. (Three examples of reference initials)

4. a. 2 Enclosures
   b. Check enclosed

5. (Three examples of enclosure notations)

6. (Two examples of copy notations)

7. a. Stating the purpose of the letter
   b. Adding necessary details and explanations
   c. Ending with a positive or courteous statement

8. a. Stating the problem in a positive way, commenting tactfully and impersonally about the fault of the reader
   b. Adding necessary details and explanation
   c. Ending with a courteous suggestion for solving the problem

9. a. Open courteously, making a positive statement about the business relationship or identifying with the reader's feelings
   b. Explaining the problem, commenting tactfully and impersonally about the fault of the reader
   c. Stating the necessary action, offering alternatives when possible
   d. Ending with a positive and cordial statement

10. Messages going to several people
    Messages going to people within an organization
    Messages requiring haste

11. A blind copy is a copy of a document for an individual not identified on the original. (example of a business communication for which a blind copy would be appropriate)

12. Open punctuation format does not use colons or commas after the greeting or complimentary close. Mixed punctuation places a colon after the greeting and a comma after the complimentary close.

Part Four:

AL
AK
AZ
AR
CA
CO
CT
DE
FL
GA
HI
ID
IL
IN
IA
KS
KY

LA
ME
MD
MA
MI
MN
MS
MO
MT
NB
NV
NH
NJ
NM
NY
NC
ND

OH
OK
OR
PA
RI
SC
SD
TN
TX
UT
VT
VA
WA
WV
WI
WY
DC

SUPPLEMENTARY MATERIALS

Cassettes and Activity Sheets

Writing Friendly Letters, Business Letters, and Résumés
Career Aids, Inc.
8950 Lurline Avenue
Chatsworth, CA 91311

Handbooks

The Reference Guide
Houghton Mifflin
13400 Midway Rd.
Dallas, TX 75234

The Gregg Reference Manual Guide
Greg/McGraw Hill Book Company
P.O. Box 996
Norcross, GA 30091

Textbooks

The Complete Guide to Effective Dictation
Kent Publishing Company
20 Providence Street
Boston, MA 02116

Putting English to Work for Work
Silver Burdett
250 James Street
Morristown, NJ 07860

Typing Mailable Letters
Greg/McGraw Hill Book Company
P.O. Box 996
Norcross, GA 30091

Workbooks

Effective Business Communications
Delmar Publishers
50 Wolf Road
Albany, NY 12205

RESOURCES

Burnett, Mary Joyce and Alta Dollar. Business English--A Communications Approach. Boston, Massachusetts: Allyn and Bacon, Inc., 1979.

Burtness, Paul S. and Alfred T. Clark, Jr. Effective English for Business Communication. 7th ed. Cincinnati, Ohio: South-Western Publishing Co., 1980.

Himstreet, William C., Gerald W. Maxwell, and Mary Jean Onorato. Business Communications. Belmont, California: Pitman Learning Inc., 1982.

Holmes, Ralph M. The Reference Guide--A Handbook for Office Personnel. Boston, Massachusetts: Houghton Mifflin Company, 1980.

Phillips, Bonnie D. Business Communication. Albany, New York: Delmar Publishers, Inc., 1983.

Mathews, Anne L. and Patricia G. Moody. The Letter Clinic: How to Dictate. Cincinnati, Ohio: South-Western Publishing Co., 1982s, Inc., 1982.

Sabine, William A. The Gregg Reference Manual. 5th ed. New York, New York: Gregg Division/McGraw-Hill Book Company, 1977.

Stewart, Marie M., et al. Business English and Communication. 5th ed. New York, New York: McGraw-Hill Book Company, 1978.

UNIT XI

EMPLOYMENT PROCEDURES

INTRODUCTION

There is no other time when creating a good first impression is more important than when seeking employment. There are few second chances. This unit is designed to point out factors that make a good impression in the content and appearance of employment documents and in behavior during an interview. This unit introduces how to search for a job, identifies preparations for an interview, and outlines communication skills and business etiquette that should be observed during the interview.

COMPETENCIES

1. Seek interviews effectively.
2. Organize information on data sheets so that data sheets are impressive and easy to read.
3. Compose employment letters efficiently and effectively.
4. Record information on application forms so that the forms are neat, accurate, and complete.
5. Structure and type data sheets and employment letters efficiently and accurately.
6. Proofread employment documents, locating all errors and correcting with techniques that produce perfect copy.
7. Use behavior during an interview that creates a positive image.
8. Use follow-up procedures that will favorably impress the interviewer.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Gain an awareness of the many sources of job leads.
2. Recognize the significance of being persistent and being self-confident while seeking employment.
3. Develop skills in organizing information for a data sheet.
4. Develop skills in composing employment letters.
5. Recognize the significance of the first impression that is created in each of the procedures for seeking employment.

6. Develop skills in completing application forms.

7. Develop an awareness of behavior that creates a positive image and behavior that creates a negative image during interviews.

8. Develop ability to greet an interviewer, answer and ask questions during the interview, and end the interview appropriately.

9. Develop skills in typing employment documents.

10. Improve proofreading skills and techniques for correcting errors.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1.1 On a written test, students will identify sources for job leads by listing 10 places to discover job openings.

2.1 On a written test, students will explain the purpose of a résumé.

2.2 On a written test, students will describe the content of a résumé by listing four categories of information usually recorded in résumés.

2.3 On a written test, students will list characteristics of a résumé that create a good first impression.

2.4 In an exercise to organize information and structure and type a résumé, students will collect necessary information and complete a résumé with all errors neatly corrected.

3.1 On a written test, students will state the purpose of a letter of application and list the three major parts of its content.

3.2 In an exercise to compose and type a letter of application, students will complete the letter with all errors neatly corrected.

4.1 On a written test, students will identify the kinds of information they must be prepared to supply on an application form by listing the five categories of information usually requested on an employment form.

4.2 In a writing assignment to explain how an effective application form can be the first step to employment, students will describe the characteristics of an application form that make a good first impression and relate the personal characteristics revealed by an effective application form.

4.3 In exercises to print and to type information on application forms, students will accurately and neatly complete a printed application form and a typed application form with all necessary information.

5.1 In a writing assignment to explain the purpose of an interview, students will describe the personal characteristics an interviewer will attempt to observe during an interview and relate these characteristics to qualities of a good employee.

6.1 In an exercise to identify appropriate and inappropriate grooming and apparel for an interview, students will illustrate appropriate and inappropriate appearance for the following positions: a business executive, a clerical worker, a sales clerk, a grocery bagger, and an auto mechanic.

6.2 In an exercise to locate information about a prospective employer that might be useful during an interview, students will use various sources, including a local city directory, to gather information about a business.

6.3 On a written test, students will demonstrate ability to prepare for questions by listing four topics for questions frequently asked during interviews and formulating responses that create a positive image.

6.4 On a written test, students will demonstrate ability to ask appropriate questions during a interview by formulating two questions that would be appropriate for an applicant to ask during an interview.

7.1 In a writing assignment to explain the significance of making a good impression during a job interview, students will discuss the factors that create good and poor impressions, discuss personality qualities these factors reveal, and relate the results of the interview to getting the job.

8.1 On a written test, students will name and describe three follow-up procedures for an interview.

METHODOLOGY

Use the information from the unit outline and other available sources to introduce the topical content of employment procedures. Make the learning in this unit as realistic as possible. Introduce the concepts in the order a student would deal with them if he or she were actually seeking employment. Begin with how to look for a job and conclude with how to accept employment. Emphasize the importance of making a good first impression with the written documents appropriate for job seeking as well as making a good first impression during the interview. Remind students to use the skipping and scanning reading techniques before filling out their application forms to prevent writing information in the wrong space. Role play telephone calls to schedule interviews and role play the interview itself. Review fundamentals of communication and oral communication skills that make a good first impression. Review the procedure for shaking hands and clarify its role in an interview. Incorporate writing assignments to enhance students' understanding of the significance of the procedures involved in getting a job.

SUGGESTED APPROACHES

1. Use newspaper employment ads to identify situations for role playing an interview.
2. Prepare students for the writing assignment in performance objective 7.1 by leading them in a discussion of the characteristics such as those identified in the discussion guide recorded in Appendix B.
3. Require students to research a career field.

UNIT OUTLINE

EMPLOYMENT PROCEDURES

I. Sources of job leads

    A. Signs in neighborhood businesses
    B. School placement centers
    C. Word-of-mouth through relatives and friends
    D. Newspaper advertising
    E. Apprenticeship programs
    F. Private employment agencies
    G. Walk-in applications
    H. Yellow pages
    I. State office of employment security
    J. Civil Service

II. Resume or data sheet

    A. Purpose of a resume--to create a list of important accomplishments to be enclosed with a letter of application or to be presented at the interview
    B. Content of a resume
        1. Personal data
        2. Educational data
        3. Work experience data
        4. Related skills data
    C. Characteristics of an impressive resume
        1. Recorded neatly
        2. Occupies one page
        3. Written in short phrases
        4. Constructed in parallel form

III. The Letter of Application

A. Purpose of a letter of application--to get an interview
B. Content of a letter of application
  1. Attempt to arouse interest
  2. Explanation of desirable credentials
  3. Request for an interview

IV. Application form

A. Content of an application form
  1. Personal information
  2. Employment desired
  3. Education
  4. Former employers
  5. References
B. Characteristics of impressive application forms
  1. Neat
  2. Complete
  3. Accurate

V. Qualities an interviewer will observe during an interview

A. Ability to communicate
B. Ability to get along with others
C. Willingness to learn
D. Interest in personal and professional growth

VI. Pre-interview preparations

A. Choosing appropriate grooming and apparel
B. Researching prospective employer
C. Preparing for questions interviewers ask
  1. Questions about personal interests
  2. Questions about experiences relating to the job
  3. Questions about courses relating to the job
  4. Questions about personal characteristics relating to the job
B. Planning questions to ask
  1. Questions about what you will be doing for the company
    a. Specific job responsibilities
    b. Regular hours and overtime
  2. Questions about what you will be getting from the company
    a. Salary and promotion
    b. Employee benefits

VII. Factors that create an impression during an interview

A. Apparel and grooming
B. Body language (posture, handshake, facial expression)
C. Voice and speech (volume, enunciation, quality of answers)
D. Behavior

VIII. Follow-up Procedures

A. Follow-up letter--a message written a couple of days after the interview thanking the employer for the courtesy and time given during the interview
B. Letter of acceptance--an immediate response stating acceptance of the position which is identified in the first paragraph
C. Letter of refusal--an immediate response tactfully stating reasons for not being able to accept a position

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1.1 On a written test, students will identify sources for job leads by listing 10 places to discover job openings.

Subject Matter Content	Learning Activities
Sources of Job Leads	1. Discussing sources of job leads and recording information in a notebook
	2. Discussing the significance of persistence in being successful in finding a job
	3. Reading employment ads and selecting one of the job leads as a target for activities that follow in this unit
	4. Researching job market through newspapers and other sources and recording types of jobs and number of openings in a statistical report as a class project
	5. Recalling sources for job leads for a unit test

2.1 On a written test, students will explain the purpose of a résumé.

Subject Matter Content	Learning Activities

Purpose of a Résumé	1. *Discussing the purpose of a résumé and recording information in a notebook* 2. *Explaining the purpose of a resume for a unit test*

2.2 On a written test, students will describe the content of a résumé by listing four categories of information usually recorded in résumés.

Subject Matter Content	*Learning Activities*
Content of a Résumé	1. *Examining models of résumés, noting and discussing categories of information, and recording information in a notebook* 2. *Discussing purpose and format of a pocket résumé* 3. *Identifying information appropriate for a pocket résumé* 4. *Describing the content of a résumé for a unit test*

2.3 On a written test, students will list characteristics of a résumé that create a good first impression.

Subject Matter Content	*Learning Activities*
Impressive Résumés	1. *Examining models of résumés, noting variety of formats used, and concluding that there is no single way a résumé must be organized* 2. *Discussing characteristics of a résumé that make a good impression and recording information in a notebook* 3. *Relating that an employer may view a résumé as an example of*

how the applicant can organize material

4. *Discussing and illustrating the format of a pocket résumé*

5. *Recalling characteristics of a résumé format that create a good first impression for a unit test*

2.4 In an exercise to organize information and structure and type a résumé, students will collect necessary information and complete a résumé with all errors neatly correctly.

Subject Matter Content	*Learning Activities*
Typing Résumés	1. *Discussing the structure and spacing of the various résumés examined earlier* 2. *Organizing information and structuring and typing a résumé for the position selected in Objective 1.1 -- Activity 3* 3. *Structuring and typing a pocket résumé*

3.1 On a written test, students will state the purpose of a letter of application and list the three major parts of its content.

Subject Matter Content	*Learning Activities*
The Letter of Application	1. *Discussing the purpose and three major parts of a letter of application and recording information in a notebook* 2. *Relating the format of a letter of application to a sales letter* 3. *Examining models of letters of application and identifying*

	the three major parts of its content
	4. Recalling the purpose and major parts of a letter of application for a unit test

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3.2 *In an exercise to compose and type a letter of application, students will complete the letter with all errors neatly corrected.*

Subject Matter Content	*Learning Activities*
Writing a Letter of Application	1. *Reviewing structure and placement of business letters* 2. *Composing and typing a letter of application for the position selected in Objective 1.1--Activity 3*

4.1 *On a written test, students will identify the kinds of information they must be prepared to supply on an application form by listing the five categories of information usually requested on an employment form.*

Subject Matter Content	*Learning Activities*
Content of Application Form	1. *Discussing the categories of information on an application form and recording the information in a notebook* 2. *Recalling the list of categories for unit test*

4.2 *In a writing assignment to explain how an effective application form can be the first step to employment, students will describe the characteristics of an application form that make a good first impression and relate the personal characteristics revealed by an effective application form.*

Subject Matter Content	*Learning Activities*

Effective Application Forms	1. *Discussing characteristics of an effective application form and recording information in a notebook* 2. *Relating that these characteristics can be noted in a brief examination by an employer and that the first impression made by these characteristics alone could determine if an applicant gets the opportunity for further consideration* 3. *Completing the writing assignment discussing effective application forms*

4.3 In exercises to print and to type information on application forms, students will accurately and neatly complete a printed application form and a typed application form with all necessary information.

Subject Matter Content	*Learning Activities*
Completing Application Forms	1. *Discussing the importance of scanning the complete application form before recording any information in order to avoid recording information in the wrong space* 2. *Discussing typing techniques to record information appropriately above the blank lines and to avoid a messy appearance when a block of information is too big to fit the blank space* 3. *Typing and printing application forms of various formats for practice, using pocket résumé for reference* 4. *Completing printed and typed application forms for the position selected in Objective 1.1--Activity 3, using pocket résumé for reference*

5.1 In a writing assignment to explain the purpose of an interview, students will describe the personal characteristics an interviewer will attempt to observe during an interview and relate these characteristics to qualities of a good employee.

Subject Matter Content	Learning Activities
Purpose of the Interview	1. Discussing the purpose of an interview and recording in a notebook the qualities an interviewer will observe during an interview
	2. Completing the writing assignment explaining the purpose of an interview

6.1 In an exercise to identify appropriate and inappropriate grooming and apparel for an interview, students will illustrate appropriate and inappropriate appearance for the following positions: a business executive, a clerical worker, a sales clerk, a grocery bagger, and an auto mechanic.

Subject Matter Content	Learning Activities
Choosing Appropriate Grooming and Apparel	1. Discussing grooming necessary for all interviews
	2. Discussing appropriate apparel for interview for various types of positions
	3. Illustrating grooming and apparel for interviews for various positions by: 1) clipping and labeling magazine pictures for bulletin board display, 2) clipping magazine pictures and explaining illustrations as an oral business report, or 3) describing the appearance in a written exercise

6.2 In an exercise to locate information about a prospective employer that might be useful during an interview, students will use various sources, including a local city directory, to gather information about a business.

Subject Matter Content	Learning Activities
Researching Prospective Employer	1. Discussing the purpose of researching information on a prospective employer and identifying the information that applicants would want to know before an interview 2. Discussing ways to locate information 3. Asking family members and friends for information that might be helpful while role-playing an interview for the position selected in Objective 1.1--Activity 3 4. Researching a city directory for names of administrative personnel and other information that might be helpful while role playing an interview for the position selected in Objective 1.1--Activity 3

6.3 On a written test, students will demonstrate ability to prepare for questions by listing four topics for questions frequently asked during interviews and formulating responses that create a positive image.

Subject Matter Content	Learning Activities
Interview Questions	1. Discussing the topics for questions interviewers frequently ask and recording information in a notebook 2. Discussing questions frequently asked during an interview and

	formulating answers that reveal positive and negative characteristics about the applicant (Appendix A)
	3. Relating questions interviewers ask to the qualities interviewers want to observe
	4. Listing interview questions and writing responses for a unit test

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6.4 On a written test, students will demonstrate ability to ask appropriate questions during a interview by formulating two questions that would be appropriate for an applicant to ask during an interview.

Subject Matter Content	Learning Activities
Planning Questions to Ask	1. Discussing the kinds of questions that would be appropriate for an applicant to ask in an interview (Appendix A)
	2. For a unit test, listing questions appropriate for an applicant to ask during an interview

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7.1 In a writing assignment to explain the significance of making a good impression during a job interview, students will discuss the factors that create good and poor impressions, discuss personality qualities these factors reveal, and relate the results of the interview to getting the job.

Subject Matter Content	Learning Activities
Factors that Create an Impression During an Interview	1. Discussing the factors that create a first impression as an applicant greets the interviewer (Appendix B)
	2. Discussing the appropriate and inappropriate behavior during an interview (Appendix B and Appendix C)

3. Discussing appropriate and inappropriate behavior for ending an interview (Appendix B)
4. Completing the writing assignment explaining the significance of making a good impression during a job interview

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8.1 On a written test, students will name and describe three follow-up procedures for an interview.

Subject Matter Content	Learning Activities
Follow-up Procedures	1. Discussing three procedures to consider for a follow-up of an interview 2. Naming and describing the procedures for a unit test

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Completing the exercise to identify appropriate and inappropriate grooming and apparel with 100 percent accuracy,

Completing assignments to produce employment documents that are in suitable format with 100 percent accuracy,

Locating information for a prospective employer for a mock interview,

Demonstrating ability to identify meanings of unknown words or common terms,

Demonstrating ability to apply reading techniques specified by the teacher,

Demonstrating ability to read and comprehend,

Demonstrating resourcefulness in locating information,

Demonstrating improved enunciation skills in oral drills and class discussions,

Demonstrating ability to listen and comprehend,

Demonstrating ability to record outline notes that provide accurate and complete information needed for future use,

Demonstrating awareness of concepts related to the psychology of communication, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbook and supplementary materials selected by the teacher

Word reference books

Oral report checklist

Tape recorder

Appendix A

QUESTIONS INTERVIEWERS ASK

1. What would be your strongest quality as an employee?
2. What quality would you want to improve?
3. Do you have previous experience that is applicable to this job? How does it apply?
4. Why did you leave your former job?
5. Is there someone we can contact who is familiar with your work?
6. Where do you see yourself five years from now?
7. What are your interests or hobbies outside of work?
9. Why have you selected this kind of work?
10. If you could choose a position in any company, what would you choose?
11. Are you applying for a position with any other company?
12. What kind of salary are you looking for?
13. Would you be willing to work overtime?

Appendix B

FACTORS DURING AN INTERVIEW THAT CREATE AN IMPRESSION AND CHARACTERISTICS THEY REVEAL

Discussion Guide

	Positive Characteristics	Negative Characteristics
Apparel and Grooming		
well groomed	interest in personal development	
sloppy, unkempt		no interest in personal development; nonconforming, uncooperative
dressed appropriate for work site	conforming, able to get along	
unconventionally dressed		poor business etiquette, poor professional development
Body Language		
friendly facial expression, smiling	friendly, able to get along	
solemn expression, not smiling		unfriendly, lacking human relations skills
frequent and consistent eye contact	self confident	
looking at the floor or out the window		lack of confidence
constant staring at interviewer		aggressive behavior
sitting poised and comfortable	confident	
sitting slumped in chair		lack of confidence
sitting on edge of chair, leaning forward		aggressive or nervous

firm and comfortable handshake	confident, friendly	
partially extended or limp handshake		lack of confidence insincere
use of "soul brother" or similar handshake		overly friendly, poor business etiquette

Voice and Speech

easily heard; clear enunciation	self confident, able to communicate	
very soft voice; poor enunciation		lack of confidence, poor communication skills

Questions/Answers and Behavior

prepared to answer questions	competent	
no opinions and vague answers		lack of confidence, not competent
lack of knowledge about company		lack of interest, not competent
arrived 5 minutes early	dependable	
arrived 30 minutes early		insecure
arrived 10 minutes late		not dependable
recognized appropriate end for interview; left after statement of appreciation	sense of awareness, competent	
continued to talk after interviewer indicated it was time to conclude		lack of awareness or or business etiquette not competent
continuing to talk while exiting the room		lack of poise, not competent

Appendix C

INTERVIEW GUIDE

1. Smile and look pleasant.
2. Greet interviewer and call him by name.
3. Sit down only when interviewer invites you.
4. Sit with good posture.
5. Appear confident; show interest and enthusiasm.
6. Be a good listener.
7. Speak clearly; enunciate carefully and with enough volume to be easily heard.
8. Ask appropriate questions.
9. Sell yourself by tactfully bringing out qualifications interviewer overlooked.

Appendix D

RELATED TERMS

blind ad

persistence

pocket résumé

UNIT TEST

EMPLOYMENT PROCEDURES

Part One: Discussion

1. Identify sources for job leads by listing 10 places to discover job openings.
2. Explain the purpose of a résumé.
3. Describe the content of a résumé by listing four categories of information usually recorded in résumés.
4. List characteristics of a résumé format that create a good first impression.
5. State the purpose of a letter of application and list the three major parts of its content.
6. Identify the kinds of information that individuals must be prepared to supply on an application form by listing the five categories of information usually requested on an application form.
7. List four topics for questions frequently asked during interviews and formulate responses that create a positive image.
8. Formulate two questions that would be appropriate for an applicant to ask in an interview.
9. Name and describe three interview follow-up procedures.

Appendix F

ANSWER KEY FOR UNIT TEST

1. Signs in neighborhood businesses
   School placement centers
   Word-of-mouth through relatives and friends
   Newspaper advertising
   Apprenticeship programs
   Private employment agencies
   Walk-in applications
   Yellow pages
   State office of employment security
   Civil Service

2. The purpose of a résumé is to create a list of important facts about an individual which can be enclosed with a letter of application or be presented at the interview.

3. Personal data
   Educational data
   Work experience data
   Related skills data

4. Recorded neatly
   Occupies one page
   Written in short phrases
   Constructed in parallel form

5. The purpose of a letter of application is to get an interview with the following techniques:
   - Attempt to arouse interest
   - Explanation of desirable credentials
   - Request for an interview

6. Personal information
   Employment desired
   Education
   Former employers
   References

7. Students will list the following topics and formulate appropriate answers:
   - Questions about personal interests
   - Questions about experiences relating to the job
   - Questions about courses relating to the job
   - Questions about personal characteristics relating to the job

8. Students will formulate questions on the following topics:
   - Questions about what you will be doing for the company
   - Questions about what you will be getting from the company

9. Students will discuss the following:
    - Follow-up letter
    - Letter of acceptance
    - Letter of refusal

SUPPLEMENTARY MATERIALS

Books

How to Find and Apply for a Job
South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

The Job You Want--How to Get It
South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

Kits

Getting a Job
South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

Sound Filmstrips

Advancing on the Job
Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, IL 60614

Basic Communication Skills--For Your Job and Your Life
Guidance Associates
Communications Park, Box 3000
Mount Kisco, NY 10549

Textbooks

Putting English to Work for Work
Silver Burdett
250 James Street
Morristown, NJ 07860

RESOURCES

Burnett, Mary Joyce and Alta Dollar. Business English--A Communications Approach. Boston, Massachusetts: Allyn and Bacon, Inc., 1979.

Burtness, Paul S. and Alfred T. Clark, Jr. Effective English for Business Communication. 7th ed. Cincinnati, Ohio: South-Western Publishing Co., 1980.

Himstreet, William C., Gerald W. Maxwell, and Mary Jean Onorato. Business Communications. Belmont, California: Pitman Learning Inc., 1982.

Phillips, Bonnie D. Business Communication. Albany, New York: Delmar Publishers, Inc., 1983.

Phillips, Bonnie D. Effective Business Communications. Albany, New York: Delmar Publishers, 1977.

Stewart, Marie M., et al. Business English and Communication. 5th ed. New York, New York: McGraw-Hill Book Company, 1978.